CATHOLIC SCHOOL Journal

In This Issue:

A Student Symposium for Catholic Education Week

Sister Rose of Lima, C.D.P.

Some Psychological Principles of Reading

Rev. John A. O'Brien, Ph.D.

Roots of Vocational Education

Rev. Joseph A. Coyne, O.S.A.

Catechism Stories

Rev. Lawrence G. Lovasik, S.V.D.

The Laboratory Approach to Arithmetic

Cropley Andrew Phillips





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INTERNATIONAL BUSINESS MACHINES

Volume 52

1952

Number 9

November, 1952

OBSERVE EDUCATION WEEK

American Education Week will be observed this year November 9-15. The annual event is sponsored by the American Legion, the National Council of Parents and Teachers, and the National Education Association. The department of education of the National Catholic Welfare Conference (1312 Massachusetts Ave., N.W., Washington 5, D. C.) is distributing a bulletin of suggestions for the observance of the week in Catholic schools.

The items listed in the table of contents on this page under American Education Week offer suggestions for your observance in co-operation with the public schools and other organizations in your community. See also the article on public relations in the October CATHOLIC SCHOOL JOURNAL (page 240) and the announcement from N.C.W.C. on page 270 in the October issue.

YOUR MARKET PLACE

The advertising pages of your Journal offer you a valuable service as a market place where you can select books, supplies, and equipment which you need. Good teachers need good equipment. If you wish more information about any of the products advertised in these pages, you are invited to use the inquiry blank on page 61A.

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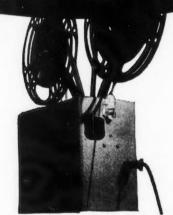
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Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D., Compiler*

FATHER PEYTON'S FILMS

The following films are sponsored by the National Crusade for the Rosary organized by Rev. Patrick C. Peyton. Many of you have seen these television presentations either at Easter or Christmas. These programs received most favorable comments and can be used very well in the classroom, for general parent meetings, Holy Name meetings, and general assemblies. They are outstanding. They are distributed by United World Films, Inc., 542 South Dearborn St., Chicago, Ill.

That I May See

Starring Ruth Hussey and Jeffrey Lynn. This is the story of Bartimeus, a blind beggar, to whom Christ restored sight. It illustrates man's reason for being thankful to God and the limitless mercy and forgiveness of God. Shown throughout the United States on TV during Thanksgiving Week, 1951. Running time, 60 minutes.

Hill Number One

Starring Ruth Hussey, Joan Leslie, Lief Erickson, and Gene Lockhart. Tells the story of the Resurrection and Christ's victory on Golgotha, which is Hill Number One. The story is told by an army chaplain to a GI guncrew which has become discouraged in storming a hill. Shown nationally on TV during Easter Week, 1951. Running time, 60 minutes.

The Joyful Hour

Starring Pat O'Brien and family, Ruth Hussey, and Nelson Leigh. Tells the story of the first Christmas through the medium of the Joyful Mysteries of the Rosary. It portrays the story of Joseph and Mary, their hardships and happiness, and it culminates the story in the birth of the Christ Child. Beautiful score of Christmas music. Running time, 60 minutes.

The Triumphant Hour

Starring Ann Blyth, Don Ameche, Jerry Colonna, Pat O'Brien, the Dionne Quintuplets, Roddy MacDowell, Nan Merriman, and others. A heart-warming drama on the meditations of the five Glorious Mysteries of the Rosary. Besides a powerful musical score, there are vocal selections by prominent singers. Running time, 60 minutes.

The Road to Peace

Starring Ann Blyth and Bing Crosby. A documentary-type film that lays bare the ills of the world, and then prescribes the cure. Produced through the co-operation of Twentieth Century-Fox, Paramount, and Universal International Studios. Points out the many times that the Rosary has cured the world's ills in ages past. Running time, 22 minutes.

*Editorial Consultant for Audio-Visual Aids.

A CHRISTOPHER FILM

Government Is Your Business

This following film was prepared for television purposes by Father Keller, National Director, Christopher Movement. The running time is 28 minutes. It shows that corrupt government is due more to the weakness of good people than the strength of evildoers. Especially suited for senior high schools, colleges, and adults. Distributed by Newarts Films, 112 West 48 St., New York 19, N. Y.

SILVER BURDETT FILMS

Silver Burdett Company has released the last filmstrips in the Then and Now series. The following titles are now available with teacher manuals:

- A-13 Then and Now in the Rocky
- A-14 Then and Now on the Great
- A-15 Then and Now in California
- A-16 Then and Now in the Pacific Northwest
- A-17 Then and Now in the Southwest A-18 Then and Now Between the Western Mountains

ENCYCLOPAEDIA BRITANNICA FILMS

A new film, revealing the power of the sound motion picture to present art forms and techniques, is joining the art library of Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill.

The new film is Art and Motion. In four beautiful scored sequences, it demonstrates the relationships of movement in nature, in space-time concepts, and in abstract art forms.

The film opens with a sequence of movement in nature. The movements of the heavens and earth, of flowing water, of a drop of water establish the rhythm and beauty of natural movement. Stop-motion photography analyzes the rhythm patterns.

The second sequence introduces the space and time concepts of movement. A male dancer is frozen in place, and then stroboscopically photographed to show the relations of his movement to the rhythm patterns. From there the film moves to the one-dimensional painting, which, through movement in painting, achieves kineticism and dimensionality.

The third sequence uses a fireworks display showing the burst and dispersal and tracer patterns. Here the design is stressed and translated to mobiles by Usher and Calder. Other relationships between the mobiles and natural movements are established by floating kelp.

Finally, the fourth sequence utilizes clips from the Color Fragments by Elwood Decker

to relate movement to a Van Gogh landscape, "Starry Night." The Museum of Modern Art and the Museum of Non-Objective Painting lent the other art objects.

Political Science Films

Encyclopaedia Britannica Films, Inc., is releasing a series of 20-minute motion pictures designed to clarify and focus the controversial areas of political science.

The titles are Political Parties, Pressure Groups, Social Revolution, Centralization and Decentralization, Nationalism, and World Balance of Power. A seventh film in the area, Presidential Elections, also will be released soon.

As is apparent from the titles, particularly the first three, these films spell out the institutions of democracy, and the major forces at work in them. The first, *Political Parties*, makes the point that such institutions can exist only when people are free to express their opinions and to act upon them. From there, the film emphasizes the fact that parties are the means whereby people of common beliefs act on their beliefs. The important point that parties are as important in opposition as they are in power is heavily stressed.

Pressure Groups carries this examination further by examining how such organizations operate and for what end. It makes clear that pressure groups are a legitimate operation in a democracy. But it makes equally clear that not all pressure groups are simon-pure, and that their motivations and objectives need to be analyzed.

Social Revolution takes up some of the broader implications of democracy in terms of peaceful versus violent change. This revolution is continuing; the film's principal point is that unknowing resistance to change builds up pressures that lead to violence.

The film is thus a vital contribution to intelligent opinion forming.

Centralization and Decentralization carries this theme a step further by examining one of the principal trends of modern society. Power has become and is becoming more concentrated; how can this be controlled so that historic liberties are preserved and strengthened?

The final two films of the series lead naturally one into the other—Nationalism and World Balance of Power. The former traces the development of nationalism on the theme that it has contributed mightily toward development of the modern world. The principal problem brought out is the necessity for controlling nationalism's regressive aspects which present dangers to peace.

World Balance of Power examines this widely accepted theory of international politics, past and present. It is described as the "framework of peace rather than the expectation of violence," but the film makes clear that much development — which has already begun — is necessary.

Cottontail Fables

This new EBF series is composed of six individual filmstrips, in color. Primary grades,

(Continued on page 6A)

No

Audio-Visual Aids

(Continued from page 5A)

kindergarten, and library story hours will find these strips useful because of their delightful little stories of the dilemmas of rabbits. The strips correlate closely with a wide segment of lower grade curricula in reading and language arts. In addition, they hammer home simple moral lessons in obedience, property rights, and working together. The titles make this clear: Other People's Property, Obedience Pays, Greediness Doesn't Pay, Chasing Rainbows, Mother Knows Best, We Work Together. Each is approximately 40

frames in length, not including title frames. All are 35mm.

POPULAR SCIENCE FILMS

Full-color for all 1952-53 filmstrip releases, free bonuses, and 50 per cent price reductions have just been announced as this year's benefits for teachers joining either of Popular Science's educational filmstrip clubs: The Filmstrip-of-the-Month Club for elementary grades and the Popular Science Filmstrip-of-the-Month Club for junior and senior high school grades.

Now in its third year, the Popular Science Filmstrip-of-the-Month Club produces a brand-new full-length, full-color filmstrip based on a current science development in a basic science curriculum area each month. Each of the ten filmstrips is accompanied by a completely illustrated Teaching Guide. Upon joining, members receive without charge an extra bonus of a full-color, full-length science filmstrip (with Teaching Guide) and are assured the 50 per cent discount rate for the entire school year regardless of any possible increase in manufacturing cost. Cancellation of membership is possible at any time without obligation.

Based on the success of its junior and senior high school science filmstrip club, Popular Science has now launched the second of its clubs, the Filmstrip-of-the-Month Club for Elementary Grades. Each month from September, 1952, through June, 1953, this club will produce a new full-length, full-color strip in a basic social study area, linked to a topk of timely interest.

First 1952-53 elementary Filmstrip-of-the-Month Club release is *Our President*, the September filmstrip. This 50-frame, color strip explains conventions, nominations, functions of the executive branch, elections, and the like, and shows original photographs of the newly renovated White House. Appearing at the peak season of an election year, this new filmstrip relates current news to fundamen-

tal social studies concepts.

Teachers wishing to do so may join either club at any time, receiving back filmstrips and bonuses upon joining. For further information, contact your local Audio-Visual dealer or write direct to Popular Science at 353 Fourth Ave-

nue, New York 10, N. Y. CORONET FILMS

How does Egyptian life today compare to life in ancient Egypt? This question is explored in two of the six new 16mm. sound motion pictures to be released in October by Coronet Films, 65 East South Water St., Chicago 1, Ill. The films are:

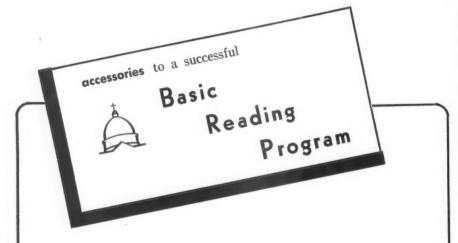
Life in the Nile Valley

1 reel, sound, color or B & W. The Nile River—from Cairo to Aswan—is the setting of this colorful film. Within this narrow Nile valley, where more than 15,000,000 people live, an agricultural society dependent on the Nile has existed for hundreds of years. A close study of the activities of a typical Egyptian farm family makes the exploration of this region a meaningful and rich experience.

Ancient Egypt

1 reel, sound, color or B & W. Intermediate, Junior High. A visit to Egypt—to see the great Sphinx, the Temple at Karnak, and many examples of famous Egyptian sculpture—is made while watching this interesting new world history film. Three spheres in which the Egyptian civilization has contributed to western culture—development of agriculture and community living, discoveries in the arts and sciences, and evolvement of religion through their polytheism—are developed.

(Concluded on page 8A)



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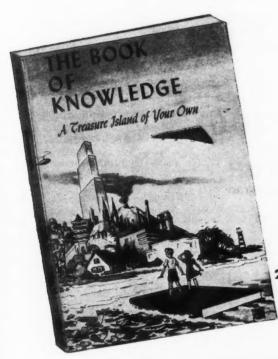
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Audio-Visual Aids

(Concluded from page 6A)

Harmony in Music

1½ reels, sound, color or B & W. Primary, Intermediate. Another in the series of films for beginning music classes, this newest film explains how harmony enriches music. It shows its relationship to chords, how these chords are built and how harmony—whether in instrumental or choral work—supports melody and rhythm to add vitality to and greater enjoyment of music.

Mittens: Story of a Kitten

1 reel, sound, color or B & W. Background

for reading and expression. Intermediate, Junior, Senior High. Creative expression is encouraged in this delightful story about a little girl and her kitten. Words such as nursing, drink, play, whiskers, and climb are matched to scenes defining their meaning and the audience is aided in verbalizing their experiences with kittens and other animals.

Peppy: The Puppy

1 reel, sound, color or B & W. Background for reading and expression. Primary. To encourage youngsters to read, write, draw, and otherwise tell about interesting experiences with puppies and pets is one of the purposes of this film. Vocabulary development is aided through visual meaning, spoken word, and

printed word used simultaneously and repeated at systematic intervals. Methods of care and responsibility for a pet are also stressed.

Safety on the Way to School

1 reel, sound, color or B & W. Primary. This interesting and intelligent film can become the basis for a class safety lesson and other activities centering around ways of going to and from school safely. It reveals the safe way of riding on the bus or in a car, the skills needed to walk safely to school, and also studies the selection of the safest route to school.

YOUNG AMERICA FILMS

Among the more than 95 new filmstrips being released by Young America Films, 18 East 41 St., New York 17, N. Y., this fall and winter are these new sets:

Fundamentals of English

6 color filmstrips. A series on English grammar for upper elementary grades and junior high school.

Primary Grade Art

6 color filmstrips. An orientation series in art activities for kindergarten and primary grades.

Golden Book Set No. 5

8 color filmstrips. A continuation of the YAF filmstrip adaptations of the popular Little Golden Book Stories, prepared for reading classes in the primary grades.

Great Explorers Set No. 2

6 color filmstrips. A continuation of the YAF series dealing with lives and exploits of famous explorers, for elementary school and junior high school social studies.

Alcohol and Narcotics Series

4 color filmstrips. A visual unit on the nature and effects of alcohol and narcotics, parralleling leading state study units, designed for grades six to ten, inclusive.

First Aid Series

9 filmstrips. A comprehensive treatment of the fundamental principles and techniques of first aid, designed for school and adult groups.

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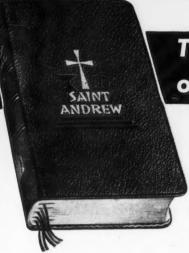
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The CATHOLIC SCHOOL JOURNAL

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Seeing God Through the Curriculum

A Student Symposium for Catholic Education Week

Sister Rose of Lima, C.D.P.

Foreword: This symposium was held as the result of discussions and activities in our high school classes, centering around the idea of seeing God in creation. It was an endeavor to bring back "The Forgotten Fourth R" into our educational program. It was an attempt to represent the position of religion, the core of our curriculum, not only in the minds of the teachers, but in the hearts of all the pupils, through the course of study and all the activities of the school.

"Seeing God Through Creation" was the underlying theme in our Education Week program. This fundamental principle of Christian living was illustrated by posters and explained in detail. A symposium on this subject can be made a vital part of the program, not only during Education Week, but at any school assembly, at a meeting of the Home and School Association, at a Sodality meeting, or at a program of any of the clubs or societies and fraternities found in Catholic high schools and colleges.

I. INTRODUCTION

Have you ever heard anyone ask, "What is the use of going to school? Why do we study science, mathematics, Spanish, English? Who ever invented such a thing as geometry? What is the use of studying history? How is civics ever going to help me?" Perhaps you yourself have often said, "What is the purpose of studying things I shall never need? I just don't get anything out of all this."

But there is very much to be learned,

from each one of those subjects with which we are now struggling. Each subject has hidden in itself secrets which are revealed only to those who seek to know the realities of life, the truths which become clear to us more and more as we go on with our studies. God reveals Himself to us through all these things, if we will only look and think.

Why is there so much unhappiness in the world today? Because of selfishness. The slogan today is "What shall I get out of this?" The answer is always in dollars and cents, and we forget about the real values, spiritual values, which alone can bring real happiness. If we would learn to see God in everything, and try to understand how wonderful He is, through the sciences, through nature, through creation, we would soon find the way to true happi-

ness and even in this world would enjoy a foretaste of heaven!

II. SEEING GOD THROUGH SCIENCE

Perhaps no subject in school reveals God to us better than the physical sciences -chemistry, physics, biology, and general science. The tiniest organism is a manifestation of God's goodness. Through the microscope we discover the hidden beauties of the snowflakes, of tiny plants, and of the delicate colors and designs which God creates every day.

Science shows the goodness of God in creating life, which is passed on to His creatures from one generation to another. He feeds and protects His creatures, gives the parents the instinct to care for their young, until they are able to take care of themselves, from the highest to the lowest forms of life. We see God's goodness in the colors of certain animals, birds, and insects, which are the color of their environment, so that their enemies will not see them and destroy them.

Looking at nature with the eyes of faith is like looking at the sunlight through a prism. Without a prism the light is white, but when we look through a prism, the rays of light are separated, so that we can see the hidden colors in the sunlight. We see these colors every time we look at a rainbow. They are another reflection of God's beauty, and of His wonderful attributes. Each one of these colors shows forth the glory of God and reminds us of His wisdom, His omniscience, His mercy, His justice, and His infinite goodness and

A TEACHER'S PRAYER

O Lord, upon the paten At daily Mass I place my precious offering -This, my class.

If in a word or deed of mine Thy love they trace, Or glimpse Thy beauty all divine It is Thy grace.

Would I each eager soul so close To Thee could press Veronica-like each might reflect Thy holiness.

- Sister M. Bride, O.P.*

^{*}St. Joseph Convent, Muskegon, Mich. Display this poem during Catholic Education Week. It is a spontaneous expression of the spirit and purpose of Catholic *St. Joseph Academy, Abilene, Texas.

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"Seeing God through the Course of Study" demonstrated by a symposium group at St. Joseph Academy, Abilene, Texas.

III. SEEING GOD THROUGH GEOMETRY AND MATHEMATICS

Have you ever stopped to think what an important part geometry has played in the construction of the beautiful churches, cathedrals, mural paintings, frescoes, and other works of art or architecture dedicated to the God of heaven and earth? Scientists and painters have used all of their knowledge in constructing the magnificent basilicas which, after hundreds of years, still testify to the glory of God by their graceful arches, lofty towers and steeples. The multicolored windows with their gorgeous designs express the faith and devotion of the artists and architects who erected them and for the inspiration of the faithful. The symmetry, the balance and perfect proportions of every detail remind us of God's own perfections and attributes.

And what can we say of the immense vault of heaven, with its countless stars and planets, arranged in perfect geometric proportions—triangles, circles, planes, and spheres of gigantic size, all moving at their regular speeds? Only the almighty hand of God keeps them in their orbits; for gravitation and inertia, and all the laws of nature are the laws of their Maker.

Have you ever observed the elaborate patterns found in nature, for instance the frost on the windowpanes? Examine a snowflake under a magnifying glass, and you will see the most beautiful geometric figures. You have seen the spider spin a network of similar polygons and parallel lines, especially noticeable on a foggy morning, when the dewdrops are clinging

to each tiny thread. Have you ever observed the perfect symmetry that is found in an ordinary leaf, and the grace and balance in the structure of a tree?

As we learn the principles of geometry and, with this knowledge, study the world around us, we learn to see more and more the excellence of God's handiwork, and we begin to wonder how excellent must be the God of the universe, the One from whom springs all that is beautiful in this world. The more we see Him in the material things of this world, the more we shall be able to see Him in the person of our fellow men, and the better shall we be able to participate actively in Christian social living.

IV. SEEING GOD THROUGH HISTORY

History is the story of mankind. It is, then, the study of God's workings with His creatures who have been endowed with free will. Through history we see the constant struggle between good and evil, between the divine will of God and the will of Men, who work sometimes with God, and at other times against God. At times the evil forces seem to triumph over the good, but this never lasts long; soon we see that wrongs are avenged, even in this world.

In our study of ancient history we learn of the cave men, the savages, the barbarians, who had never heard about the one true God. Still, they had some form of worship, in their pagan way. Instinctively, in their hearts, they felt that there must be some Superior Being, governing the world and controlling the forces of nature.

Not knowing any better, they adored the sun, the elements, and some worshiped the more powerful animals, or even gods of stone.

History traces the course of events and shows the rise and fall of empires and states. It shows the passing of time and the constant changes that are always going on. Only God stands immutable and unchangeable and everlasting. Geologists and scientists look for historical remains through excavations and research. They have found in the rocks the records and relics of thousands of years ago. But what are those thousands of years, compared with the eternity of God, who had no beginning and no end?

Also, history reveals to us the justice of God. As long as nations and states lived up to the moral law, which is God's law, and followed Christian principles, they prospered and progressed. But as soon as they became corrupt and started to oppress their neighbors, there was war, destruction, suffering, misery, and before long, the fall of a nation. We read of the rise and fall of the ancient empires of Egypt. Greece. and Rome, as a result of corruption in their society and government. We have seen history repeat itself in modern times. Nations that had become great powers of the world have fallen victims under the hand of a just God, when they gave themselves to voluptuousness of life. They have been tyrannized by selfish men who called themselves the state. Under such rulers millions of people have been reduced to a condition worse than slavery.

Finally, history unfolds before us the grand panorama of the establishment, development, and perpetuation of the Church, the divine institution through which God communicates Himself to men on earth and leads them to Himself. It is the greatest institution in the annals of history and has stood the test of endurance through almost twenty centuries. The Church has witnessed the rise and fall of other powerful institutions; but, like the immutable God whom it represents on earth, it has triumphed over every persecution and will endure to the end of time. as the haven of salvation for souls and a testimony to God's greater glory.

V. SEEING GOD THROUGH LITERATURE

Just as in the field of art the greatest masterpieces, the world's most beautiful paintings, had their inspiration through faith in God, devotion to the person of our Lord and the Blessed Virgin — an ideal so pronounced in the works of Da Vinci, Raphael, and Michelangelo, the world's greatest painters — so has the idea of God

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been the source of inspiration for the world's greatest masterpieces of literature. First comes the Bible, the Holy Scriptures. No other book in the world has been so widely read, because no other has been directly inspired by God, Himself. Not only is it the story of God's dealings with men, but it was through His inspiration that the prophets and the Evangelists wrote the Bible.

As we read through the annals of the world's literature, we find that the great religious poems stand uppermost, for example, Dante's *Divine Comedy*. He opens before us, through the medium of poetry, the spiritual panorama of heaven, purgatory, and hell. Milton writes under the same inspiration in his *Paradise Lost* and *Paradise Regained*.

Malory, in his Mort d'Arthur, Tennyson in his Idylls of the King, Lowell in the Vision of Sir Launfal are examples of literary works that owe all their dignity and beauty to ideals of manhood and womanhood based on Godliness and purity of life. All the ideals of chivalry and knighthood, which form the subject of so much noble literature, were patterned on Christlike conduct and based on the moral law.

The great literary works stands out as so many precious gems, which, having caught the gleam that inspired the writers, now reflect it into the minds and hearts of all those who read and appreciate those works. God is the Light Eternal that permeates all that is good and beautiful. We can find Him and enjoy Him if we have the faith. Just as all the objects on the earth and the planets in the heavens catch the light of the sun and reflect it, so do the men of faith who have written the great books and poems of the world reflect the beauty and goodness of God through their works and through the characters they represent.

We shall be able to appreciate and truly to enjoy literature if we learn to pick the very best and to read it in the spirit in which it was written. To be able to do this, we must study and develop proficiency in reading. We must cultivate a liking for what is best in literature.

VI. SEEING GOD THROUGH MUSIC

The best that has ever been written in music was composed in praise of God or the Blessed Virgin Mary. We have only to consider the liturgy of the Church. Nothing can equal the music which was composed to form part of the divine services. The Gregorian, which has been used for centuries, has never been equaled by any other form of sacred music. It still forms the basis for Church music today,

because, through its simplicity, it is best suited to raise the hearts of men directly to God.

Nothing is better calculated to inspire man to religious fervor and spiritual enthusiasm than music. This is why it plays such an important part in the liturgy of the Church. It raises the minds and hearts of men to God. It gives them a chance to participate actively in the divine services, to express in a beautiful way, with others, their love and admiration for God and His Blessed Mother.

We know that music has a wonderful influence on us. It can raise our hearts to God; it is twice a prayer. It is up to us to choose the right kind of music—real music, which has inspiration and arouses good sentiments toward God and His creation, our fellow men, nature, the

feasts, and seasons of the year. Music can do much to make us happy, to bring better relations between God and creature, between man and man. Music can do much to make this world a better place and to lift our hearts to God and to heaven.

But we must study music to be able to understand and really to enjoy it. We must experience it in all its different forms—choir, glee club, orchestra, recitals—and listen to good music at church, theater, or over the radio, and in our homes.

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Tell How Much It Costs to Teach Johnny!

A Recent Study of a Single Parish School's Cost per Pupil Suggests Public Relations Use of Such Information

PARENTS of Catholic children and perhaps many teachers do not normally think of the actual cost of educating a child in a parochial school. Parents' usual contact with the matter consists in making the contribution requested for the support of the school in a monthly envelope or otherwise.

The Catholic father, though conscious of the fact that the deduction allowed on his tax return for children hardly covers the actual expense, usually doesn't transfer this awareness of the discrepancy between apparent and actual cost when it comes to the question of school tuition fees. For the most part, he presumes that the good nuns and the pastor must have solved that problem when they insist on a certain amount to defray expenses of the school. About once a year, however, the Catholic parent, as is everyone else, is exposed to an over-all picture of school expense, when the annual budget for public schools in the community is published. By noting the enrollment and dividing that figure into the cost, he finds the per-student cost.

Frequently, this annual statement is followed by an article in the diocesan newspaper pointing out how much Catholics are saving city and state on the basis of this rate.

This rate, of course varies with the com-

munity. It is revealing, however, to compare the figures for several cities. For example, the public school cost in New Jersey according to the New Jersey Taxpayers Association is \$312 per pupil. This is an average of both elementary and high schools. In Ohio this cost per pupil in public schools was \$189.90.

ONE SCHOOL STUDIED

These readily available figures for public schools apparently prompted an editor of Milwaukee's Catholic Herald Citizen to make a study of a Catholic school, which, while not representative of all, would present a spot study for comparative purposes.

The school studied had 389 boys and girls, taught by eight Sisters and one lay teacher. The school building had nine classrooms. It was built in 1888. The Sisters' convent was built in 1885. Because the initial cost of the building was paid off, there was no principal and interest to add annually to the cost.

The largest single school cost was the Sisters' salaries — \$4,500 — the greatest saving for everyone concerned since the salaries are nowhere near what the average public school teacher is getting, even though that sometimes is low in itself. An additional expense to be

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appended here, since the Sisters require a place to live, was the convent expenditure which includes the usual cost for coal, other supplies, repairs, and utilities amounting to \$2,925.

The lay teacher's salary accounted for \$2,-375. The janitor who spends two thirds of his time attending the requirements of the school and convent with other time devoted to the building units of the parish, had \$2,400 of his salary charged against the school. Supplies and cleaning materials accounted for another \$300. The heating expense for the building was \$1,080. Utilities ran to \$384.

Replacement of equipment and maintenance ran to \$2,450. The new equipment on a limited budget was more than \$500.

The total figure for these normal operating costs which do not include extraordinary items such as extensive roof repairs and other major improvements ran to \$16,714. This represents \$43 per pupil.

IN THE HIGH SCHOOL

For the high school obviously, the cost is higher, because of many factors not considered in an elementary school. An indication of what it costs one diocese is revealed in the statement issued by the archdiocesan department of education of Los Angeles in its newsletter early this year. Without giving a reason for it, they pointed out that the average annual cost per pupil in boys' high schools was \$113.60 and in girls' schools \$75.48.

These figures do not hold for every school, but it may be instructive for all the people connected with a given school—from principal to student—to be exposed to such a breakdown for a better understanding of what it means to operate a school and its significance for the entire educational picture. It certainly will be good public relations to use this information to advantage with parents and friends of a given school.

Beside the ship was a placard with the following information:

In 1776 the Good Ship American Education set sail.

Its destination: The unknown future.

Its precious cargo: Thirteen colonies; the Declaration of Independence; the Constitution.

Its instructing agents: The Church, the Christian Home, the School, the Library, Old World Culture, American Culture, Society, American Tolerance (Race, Creed, Station).

"All Men Are Created Equal."

The eighth grade boys compiled the ship's log. In it each President of the United States, beginning with George Washington and ending with President Truman, commented on his predecessor.

Compositions and poems on patriotic subjects written by the seventh and eighth graders were made into a large booklet. On its white cover red cutout letters spelled the title, "America I Love You." Some of our beautiful Catholic school text books were also on display.

Our exhibit remained in the library during American Education Week. Many interested patrons of the library commented on its excellence. We think that we managed to reach a few, at least, of those who look with disfavor on our Catholic schools simply because they do not know that Americanism is a vital activity in the Catholic school system.

AMERICAN EDUCATION WEEK at St. Columbkille's

Sisters of Notre Dame de Namur

Last year St. Columbkille's School in Los Angeles tried to make its contribution to American Education Week. Wishing to reach not only our Catholic parents but our non-Catholic neighbors as well, we decided that the local public library would be an ideal place for a patriotic display. The librarians cordially granted our request to display our project, there.

Although the space allotted to us was limited, we decided to have each class represented by a few pieces of work. Everyone in the school put forth his best effort, and the three best papers from each class were chosen. These were mounted on a tripod and displayed with the project which the seventh and eighth grades worked out together. The work displayed was based on early contributions to American education. In the primaries the first Thanksgiving was the theme; the fourth and fifth grades took Columbus and the early colonies. The sixth grade emphasized the contributions which the early missionaries made, especially in California.

For their project the seventh and eighth grades represented American education by a 24-inch ship. On the white sails were printed the following mottoes:

"In God We Trust"

"E Pluribus Unum"

"Freedom of Worship"

"Freedom From Fear"

"Freedom of the Press"

"Freedom of Speech"

"Lest We Forget Our Unsung Heroes."



St. Columbkille's Exhibit at the Public Library.

Religion and Subjects of Study

Edward A. Fitzpatrick

THERE is increasing evidence of the need and the possible helpfulness of a theology of education. When I broached the need for a theology of education to some persons with at least some acquaintance with theology and to theologians, I was met with the comment: "There is no need for a theology of education, we have already discussed and settled those problems in Theology." That seems, too, to be the position of Donlon's Theology and Education. There is a neat device sometimes used in this field in settling all problems in advance by your definitions at the beginning of a discussion.

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Father Donlon in his book says that no philosophy can make an adequate statement on Catholic education; there is only a theology of Catholic education. One wonders why there are no texts in Catholic educational theory that bear the title of theology. This need has already been anticipated in a book by this author called, Exploring a Theology of Education which was published more than two years ago. It gave illustrations and indicated the wide possibilities of a theology of Catholic education.¹

Theology is becoming more respectable in academic circles even though only a few years ago President Hutchins thought it was necessary to substitute metaphysics for theology. The same thing has been happening with the discussion of the relation of religion to education. There is no longer a hush-hush about such discussions and they have become more frank and direct than they have ever been before. One of the best examples of this new attitude which will encourage not only a Catholic theology of education but a theology of education in general is a remarkable series of pamphlets called Religious Perspectives of college Teaching (Hazen Foundation²) written by well-known professors in each of the academic fields which discusses constructively and favorably the relation of

In 1948 there was published in Flemish and later translated into French a book on La Valeur Pedagogique des Dogmes by Canon Dr. A. Decoene, an associate of Canon Dr. Francis de Hovre, the author of Catholicism and Education, etc.

Canon Dr. Francis de Hovre, the author of Cathoticism and Education, etc.

These pamphlets have in the past been issued by the Hazen Foundation of New Haven. They will in the near future be printed in a single volume by Ronald Press. Catholic institutions particularly institutions of higher learning should have this volume in the library and in the president's office.— E. A. F.

religion to their own academic subject. This is a job that needed to be done, and it is strange indeed that Catholics did not undertake it long ago. It respects the integrity of the subjects, which Catholic discussions often forget.

Religion in Education

I thought it would be well to give a few samples of the kind of discussion found in these Hazen pamphlets which are indicative of an entirely changed point of view of religion in higher education. It is probably best illustrated in a general statement of problems and principles: "However, our main concern is not with the theoretical and practical causes of secularism, but with its effect upon religion in the liberal colleges. Usually, secularism has manifested itself not in open opposition to religion but in indifference to it. Its strategy has been to insist that the colleges must maintain strict impartiality or neutrality on ultimate religious or philosophical issues. According to its spokesmen, liberal education should not commit itself to any religion or philosophy, because it can accept no authority but that of truth and must at all costs keep an open mind. Furthermore, secular educators point out that there is no agreement in our society on religious and philosophical beliefs and that democracy requires the toleration of different beliefs. It is not too much to say that secularism based upon 'scientism' and in the guise of 'neutralism,' has been the dominant factor in liberal education during the last two generations" (p. 6).

The pamphlet faces the issue whether the problems of religious education can be met entirely in a department of religion or not. Useful and helpful as a department of religion is, it is not enough. We read: "Religious facts, issues, and implications should be dealt with in every division, department, and course where they arise naturally" (p. 11).

Religion in the Study of English

We read in the English pamphlet: "The teacher can hardly get through a single class period without being reminded how deeply English literature is saturated in the language and thought of the Scriptures

and in theological ideas, ecclesiastical history, liturgical imagery, and lives and opinions of religious leaders, the technical terminology and realia of religious thinking and living" (p. 9); and again: "But what especially characterizes our guild is an amorphous religiosity arising from the notion that literature—especially of course poetry—is itself a superior kind of substitute-religion" (p. 18). And one more: "Religion will produce an edifying humanism but humanistic studies will never produce a valid religion."

Religion in Philosophy

The pamphlet on "Philosophy" states quite frankly the situation which confronts the teachers of philosophy or for which they are responsible. "Many contemporary philosophers, among them some of the most influential here in America and abroad, are convinced that all religious. beliefs lack objective validity and that it is therefore one of the major tasks of philosophy to unmask religious pretension, discredit faith in any kind of a Deity, and develop a purely secular philosophy in which religion, at least in any of its traditional forms, has no place. This, they would say, is the intellectual responsibility of the honest and competent philosopher to his students, his institution, and his society" (p. 5).

The specific difficulty is thus stated: "Much contemporary philosophy must, it seems to me, be described as provincial because it so dogmatically rejects man's value experiences, and particularly his religious experiences, as being, by definition, unproductive of significant contacts with, and clues to, the existence and nature of the objectively real — in short, because it limits itself so exclusively, for its empirical anchorage, to man's sensory experiences" (p. 11).

For this author finding the obstacles to a reconciliation of philosophy and religion "always on the part of philosophy in some type of rationalistic secular dogmantism which (he says) I must repeat is essentially unphilosophical" (p. 23) goes on to state: "Philosophy and religion need not therefore be rivals or hostile to one another; it is only stubborn dogmatism, ei-

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ther secular or religious, which calls for radical opposition. They can, on the other hand, be allies partly because their distinctive emphases complement each other and partly because they inevitably overlap in important respects. Religion is most like philosophy in its credal component, and it is precisely here that it must turn to philosophy for help in achieving theological precision, scope, internal coherence, and orientation to secular discovery. Philosophy, in turn, in its quest for the most inclusive knowledge of reality as a whole and in its concern for the wisest and most realistically oriented philosophy of life. dare not ignore the religious claims to a unique type of insight productive of a unique type of spiritual power. It should base itself empirically upon man's religious experiences as well as his secular experiences and be prepared to help men avail themselves of whatever Divine power may be at their disposal in addition to natural forces and human effort" (p. 24).

Religion in Political Science

In the "Political Science" pamphlet two points of view approaching the problem will be significant. The first is: "Human behavior can never be completely explained in terms of the external forces acting upon it—we must always reckon with the human agent himself and with his freedom to choose between alternative ways of acting" (p. 7). And the other is: "The objects with which political science is concerned are human beings who are not things, but souls, or, if you like, personalities" (p. 10).

And out of the richness of this amazing discussion of political sciences we take one quotation of the most general significance: "Ever since the seventeenth century we have been experimenting with the possibility of 'freeing' ourselves from the Christian revelation. Divorcing reason from faith, rejecting the belief that man is the

dependent creature of God, we have progressively put our faith in the autonomy of human reason and human will. For a time we sought to preserve the Christian ethics while at the same time we rejected the Christian religion. This experiment has borne fruit in the twentieth century in the repudiation of reason, in the deterioration of the Christian conscience, and in the enslavement of men's bodies and souls under the yoke of totalitarian tyranny."

Religion and the Physical Sciences

We take only one more of the pamphlets, the one on the "Physical Sciences," written by a Catholic professor in a "private" university, Princeton. It may be significant that this particular pamphlet is written by a Catholic. We have just noted that the scientist tends consciously or unconsciously to become the philosopher, "The older designation of science, natural philosophy, is indicative of this phase of the scientist's activity. The scientist could never rest content with a meaningless assembly of facts. Sooner or later he will concern himself with their inter-relations and inter-connections. He will wish to pass from description toward comprehension." But there is added in the next paragraph: "The wise scientist readily grants, however, that, beyond the limits of his scientific observations, there are areas into which, as scientist, he does not venture. He recognizes beauty in art and in literature, in form and expression. He recognizes problems of fundamental import involving values, ends and purposes of life. While such problems are compeling in their urgencies in many aspects of human activity, he can, in his purely scientific pursuits, abstract both observation and correlation from such urgencies and recognize that they lie in the provinces of philosophy, morality; and of religion. The wise scientist recognizes both the power and the limitations of his science" (p. 6).

Scientific World Civilization and Universal Religious Faith

And we conclude this discussion of physical science with a statement of the over-all world problem: "There is no necessary reason why a scientific world civilization need be sundered from a universal religious faith. The rationalism that is necessary to the ordering of the material world in the minds of men need not be divorced from a religious approach ordering human life toward spiritual ends. Indeed, it may be urged that a fusion of the two into a common unity is the signal need in the world of today to resolve the stresses and strains. Unless we can ennoble the material realities that are available to us with the spiritual realities that are even more fundamental the outlook is dark indeed. It is the age-long struggle for primacy between the material and the spiritual. Now. when man's capacity for control over the material through science is becoming ever more potent, it is even more essential that he pursue with equal intensity the principles of a spiritual order. Somehow or other the teacher of science must communicate in his teaching, in his work, in his life, the truth that our physical universe can go down into physical death unless we can at the same time make of it a sacramental universe. In the dark days of our time there will be many opportunities for all of us to trace out all the implications of the word 'sacrifice.' Death and wounds. hurt and pain, economic loss, long hours of toil. Something will have escaped us if we fail to recognize, beyond all the material considerations, something in the word that goes back to its Latin roots: sacrum facere; in making sacred our daily effort and toil in the laboratory, the lecture hall, the factory, or workshop we can achieve the unity of life and the faith in the future that are essential for well-being. 'Does the road wind uphill all the way?' Yes, to the very end."



The senior class at Marylawn of the Oranges, South Orange, N. J., enjoying Catholic books at their Sodality book exhibit. Profits from the sale of books were given to the school library. The Sisters of Charity of St. Elizabeth conduct this high school.

ROOTS OF VOCATIONAL EDUCATION

Rev. Joseph A. Coyne, O.S.A.*

If ONE has the patience to trace them, the roots of vocational education will be found to be very deep in the soil of American life. It would be well-nigh impossible to enumerate all the persons. places, and things that have influenced its growth in the United States. However, for convenience, the dominant forces will fall into three general categories: (1) economics, (2) politics, (3) education. The term "economics" designates such things as the growth of industry, business, or agriculture; they influence vocational education only indirectly. The term "politics" embraces certain federal legislation (ex: Smith-Hughes Act) that has aided some types of vocational education. The term "education" is used to indicate people and schools who have left their names and faces in the history of vocational education. The development of each category must be restricted to the high lights.

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Influence of Economics

God, in His Providence, ordains and orders the development of the entire universe. "Our World" is only a small part of that entire universe. From the hands of the Creator "our world" was endowed with a wealth of treasures, a good bit of which was locked up in the secrets of nature. Human beings, by trial and error, by study and work, by ambition and greed, by the very need of self-preservation and survival, have been goaded on to unlock many of nature's secrets.

In early times man worked with things just as God gave them to him. Wool and cotton were taken from the animal and plant and directly made into fabric. In modern times textiles can be produced from coal, milk, and air; rubber can be produced from oil and acetylene; oil and gasoline can be produced from coal. Such things as rayon, nylon, vinylite, and lucite were not even names a generation ago. Each item represents a whole new industry that has sprung up in the past few years. Naturally, the economic changes will influence the process of formal education.

History texts point out the significance of the Industrial Revolution as the turning

point for most of the important economic changes. The Industrial Revolution, which took place in the latter half of the nineteenth century, meant that the invention of machines would replace man power. Actually it did not replace man power but offered him a mechanical advantage as shall be shown from some typical inventions such as: (a) steam engine, (b) openhearth furnace for making steel, (c) electric generator, (d) internal-combustion engine, (e) incandescent lamp, (f) telephone.

Each single invention was a crude and primitive piece of mechanism at first but gradually they were improved. Their application and use were expanded. The single inventions grew into vast industries employing men by the millions.

a) The steam engine is the basis of power-driven machinery — machine tools, steam locomotives, ships.

b) The open-hearth furnace is the beginning of the manufacture of steel. Steel is the basic industry of the United States. Steel is the biggest industry in the United States. As steel goes, so goes the United States economy.

c) The electric generator converts me-

This midget experimental radio transmitter, built by Everett Read of the General Eletric Co., operates on a miniature drycell battery and has a range of several hundred feet.

chanical energy into electrical energy and is the source of most electrical energy.

d) The internal-combustion engine started the automobile, airplane, diesel, and petroleum industry.

e) The incandescent lamp, which is also an electron tube, is the basis of the illumination industry and the electronic industry.

f) The telephone started the communications industry.

Each one of the above listed items has grown into a vast industry. For example: There are some 56,000,000 registered motor vehicles in the United States. In the short space of fifty years the automotive industry has grown and matured and carried with it many subsidiaries, particularly petroleum. If this sounds like an American success story, then the electronic industry, which is a specialized branch of electricity, has had a phenomenal growth. Electronics has surpassed the dollar volume of the auto industry in 25 years, just half the time.

The world of the auto and the mighty mite called the electron are a far cry from the sweatshops and the dreams which shaped the Industrial Revolution. That socioeconomic movement was responsible in no small degree for our modern mechanical world. Its imprint on the schools can be seen in the great demand for shops to cope with the modern industrial world.

Influence of Politics

Politics is defined as the science of civil government. Illustrations in this category will be to enumerate and briefly explain the laws enacted by Congress which extend federal financial aid to vocational education.

Interest by the federal government in vocational education took specific form in 1862, during the presidency of Lincoln, when the Morrill Act was passed by Congress. This act provided that large tracts of public land be allocated to each state for the support of its agricultural and mechanical arts colleges. The state was allotted 30,000 acres of land for each of its senators and representatives in Congress. The land grants were made as endowments. the income from which could be used to defray current operating expenses of the college. Thus arose the name "land-grant" colleges. Federal support also included annual appropriations of money.

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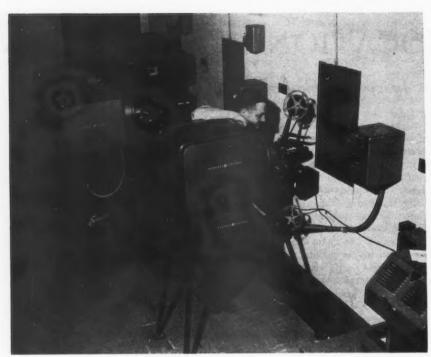
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This General Electric photo shows a typical movie projection room at a TV station. The movies are shown through "windows" in the projection room and directed at special TV cameras which relay them to the station's transmitter for broadcast.

On the secondary school level, federal financial aid first came to the public high school through the Smith-Hughes Act (approved February 23, 1917). It provided financial aid for courses in home economics, agricultural arts, and industrial education. The law stipulated that each state must match the federal funds. It explicitly excluded religious or privately conducted schools from financial aid. There are many more requirements besides those mentioned.

Additional subsequent legislation is listed as follows: George-Reed Act (approved in 1929) provided for an additional appropriation of \$3,000,000 to supplement the Smith-Hughes Act. George-Dean Act (approved in 1936) provides for an appropriation of \$14,500,000 to supplement the Smith-Hughes Act. Besides the vocational courses designated by the Smith-Hughes Act (agricultural, home economics, trade, and industry) a new field of vocational education, namely "distributive education," was included in this financial aid. Distributive education deals with such things as buying, selling, marketing, and salesmanship. The George-Borden Act (approved in 1946) provided for an appropriation of \$28,500,000 to supplement the Smith-Hughes Act.

Thus by 1946 federal funds distributed to the states for vocational education at the high school level totaled \$36,000,000 per year. This is less than a million dollars

per state, so that by the time the money is distributed among the various towns and cities in each state it represents only a small percentage of the total educational bill. For example, there are about 12,000 public schools providing training in woodshop. Only 4 per cent of this number, 480, qualify for federal aid.

In order to disburse the funds provided by law efficiently, the Federal Board of Vocational Education was set up. This entity has gone through some changes in name and personnel since its establishment. It now functions as a department for the United States Office of Education, which is a branch of the Federal Security Agency. The Federal Agency, in turn, deals only with the established State Director for Vocational Education.

The passage of the Smith-Hughes Act did give great impetus to the development of vocational education in almost every state in the Union.

Education Gives the Increase

While due credit is given to the indirect forces, it devolves upon the schools and the teachers to nurture the germinal idea and bring it to fruition.

Strangely enough the first vocational school in the United States was set up by Father Gabriel Richard in the city of Detroit in 1806. The school flourished for at least two years. Father Richard was the

noted pioneer priest, statesman, and educator, being one of the original founders of the University of Michigan.

Professor Woodward, at Washington University in St. Louis, is credited with establishing the first "School of Manual Training" in the year 1872. The idea for such a school was the outgrowth of a shop course set up at the university, a few years earlier, to teach engineering students the proper use of hand tools and power-driven machinery.

At the Centennial Exposition held in Philadelphia in 1876 the Imperial Technical School of Russia placed on exhibit a system of instruction in shop work based on an analysis of the mechanic arts. The exhibit attracted much attention among educators and is credited with influencing the development of vocational education which, at that time, was called "manual arts."

The earliest manual-training schools were founded as private schools — some as part of a college, others set up by individuals. Up to the year 1900 there were about fifteen manual-arts schools. For example, the School of Mechanic Arts in Boston was a department of Massachusetts Institute of Technology, opened in 1878. The Chicago Manual Training School was founded by the Commercial Club of Chicago in 1884.

Stout Institute at Menomonie, Wis., was founded and endowed by Senator Stout for manual training and domestic economy. It is worthy of note because of its teacher-training record which is now its exclusive function.

In the list of the first fifteen schools up to 1900, there were only three that were part of the public school system. A 1947 survey shows that there are now almost 22,000 junior and senior high schools in the public school system. Slightly more than 50 per cent have some type of vocational education, principally woodshop and mechanical drawing.

Some Names

It is not convenient to give even a representative list of the leaders of vocational education. A few names worthy of note are as follows:

John D. Runkle, who did pioneer leadership on the college level, was president of M.I.T.

L. D. Harvey was head of Stout Institute in Menomonie, Wis., and C. A. Prosser and J. C. Wright were influential in directing federal legislation.

John A. McCarthy, State Director for Vocational Education in New Jersey, and Philip L. McNamee, who was Vocational Education Director in Chicago.

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nd nal Massachusetts was the first to set up a comprehensive state plan for vocational education. Cleveland, under Vocational Director W. E. Roberts, was one of the first to set up a city plan in vocational education.

Worthy of note in this list of firsts is the fact that about the year 1900 and sometime thereafter Roman Catholic High School for Boys in Philadelphia offered these courses in manual arts: woodshop, metal, mechanical drawing, and leatherworking. They have been discontinued.

Most likely vocational education courses were associated with Catholic institutions at a very early date, perhaps antedating some of the "firsts" quoted above. However, the institutions were devoted to the care of the indigent and/or delinquent. Because of this prevalent association between Catholic orphanages and manual training, vocational education was looked upon with disdain by the Catholic people in general and the Catholic high schools in

particular, whose function was college preparatory.

Miscellaneous References

Factors which have influenced the growth of vocational education indirectly are:

a) Professional societies of teachers and administrators, chief of which is the American Vocational Association. Besides the parent organization, each state has its own vocational association with branches devoted to special interests: home economics, people, etc.

b) Professional journals devoted to the teaching of various phases of vocational education. Outstanding is *Industrial Arts and Vocational Education*, published by Bruce in Milwaukee.

c) Textbooks used in various vocational courses have been an important factor in its growth. There are 41 publishing houses that carry a line of textbooks used in vocational courses. Some of these publishers

devote their efforts exclusively to this subject.

d) On the fringe of the school circle there are a number of correspondence schools, private trade schools, and in-plant training schools. These have grown and are growing because of their merit.

Conclusion

From the scriptural text: "Thou shalt earn thy bread with the sweat of thy brow" it would be logical to conclude that (1) there is a definite attempt to enhance the dignity of labor; (2) that there may be some connection between working with one's hands and working out one's eternal salvation. Vocational education, which strives to inculcate a more intelligent use of the hands for gainful employment, in the Catholic school curriculum could be used to better interpret the text in the light of life's purpose—preparation for the next life. Regardless of occupation, we should know how to use our hands.

Arts and Crafts in an Elementary School

Sister M. Lauriana, C.S.S.F.*

R T. Rev. Msgr. Francis S. Rusch, the superintendent, is responsible for the the introduction of arts and crafts at our institution. The project has become a great success: it is valuable and important. Each child from the first to the eighth grade is given the opportunity to use his energy and skill in some field of art in whatever useful or advantageous manner he likes best. Some of the objectives we have kept in mind are: to teach appreciation of art everyday surroundings; to develop greater understanding of art material and techniques: to teach the children to use their leisure to greater advantage; to develop powers of discrimination; to provide an opportunity for the child to do something for his satisfaction and enjoyment; to provide experience in creative learning; to develop special talents and abilities and encourage further study; to overcome behavior problems.

Materials Everywhere

Children are encouraged to bring as much material as they can find. With each introduction of a new problem comes a new supply and very often the children themselves suggest what can be used; and they have amazing ideas. Here are some

examples: nutshells, sea shells, toothpicks, tinker toys, pick-up sticks, chenille, string, tissue paper, crepe paper, tongue depressors, scraps of wood, metal, felt hats, cloth, linoleum, tree branches, powder puffs, corks, cotton, logs, balsa wood from model airplane kits, yarn, wire, old leather bags, and beads. With such contributions the budget



Sister M. Lauriana instructing the boys at St. Hedwig Industrial School in arts and crafts. On the wall are displayed samples of the pupils' drawing, painting, and weaving. To the right is the miniature zoo with animals and their food and surroundings modeled in clay or made from bones, etc.

^{*}St. Hedwig Industrial School, 3800 Peterson Ave., Chicago 45, III.

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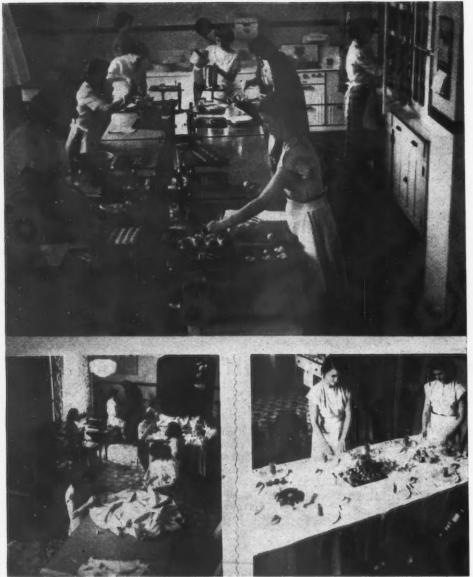
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Home Arts Department at St. Hedwig Industrial School. Preparing a meal in the kitchen; girls making their graduation dresses; setting the table in the dining room.

is lessened and the possibilities of creating increased.

A Variety of Projects

Following is a list of objects created, constructed, and industrialized. The tongue depressors were made into excellent book marks — decorated with wood-burned designs, painted, and shellacked. The salvaged wood was used in making book ends, door stops, and wall plaques — painted or carved. Yarn and embroidery thread were turned into beautiful character dolls — decorated with felt, colored thread, and sequins. Discarded model airplane kits served in the making of a high observation tower, homes, and abstract design pieces. Balsa

wood attracted the young whittlers who kept cutting away until they had a portrait, animal figures, model cars, and other interesting objects. Yarns, threads, cloth remnants became rugs, knitting bag material, scarves, belts, and coin purses. Cigarette and match holders were made from dominoes. Huge branches which had been cut down in our garden were made into centerpieces, candle- and napkinholders, and nut cups. The list is much longer, but this will serve to explain the use to which the children put the salvaged material at school. Not only do they learn to use what they have profitably, but they also learn to create something that is useful and artistic. These articles are then

used as gifts for the family, friends, and relatives or they are sold as souvenirs.

The art program also includes painting in tempera, water color, and oil; soap carving; clay modeling; lettering; mechanical drawing; drawing in pencil, crayon, chalk, and ink; craft projects in felt, cork, wire, paper, and leather.

Remarkable Results

All pieces of arts and crafts are exhibited at the time they are completed or at the end of the school year. The children feel proud of their work and benefit by seeing their efforts displayed at a distance and among the works of others. Parents and visitors are invited to admire, enjoy, and marvel at the skills and efforts of the young artists.

One project constructed by the eighth grade boys won the admiration of all. It was a miniature zoo set on a table about 6 feet long and 36 inches wide. Lifelike animals of clay were placed in cages with almost natural surroundings. Trees were made from branches and chenille, dishes made to resemble pools were filled with water, while smaller containers were filled with dried bones as food. Colored Christmas lights illuminated each cage. Adults and children remarked that it looked like a real zoo and suggested an entrance fee.

It is noted with pleasure and real satisfaction that people are becoming more interested in child art. We hope many more schools will take up the teaching of arts and crafts because of their importance in interesting the youngster, giving him an opportunity for self-expression and the pleasure of initiative and creation.

DOLLARS AND "SENSE"

Last Thursday night, two muscle-bound gentlemen climbed into an arc-lit canvas square and within nine minutes one contestant had been beaten halfway into insensibility. This was the Robinson-Graziano middleweight bout.

For this nine minutes of action, it seems that "Sugar Ray" received \$80,000 from television, plus 30 per cent of the gate, a grand total of \$163,208.70. Not bad for a nineminute bout.

Ironically, at the same time many thousands of American boys were fighting for \$2.50 a day in a little maneuver called the "Korean Police Action."

Not to detract from "Sugar Ray's" brilliant defense of his title, it still seems that if all the money invested on the fight had been spent on war bonds; if all the blood called for by the spectators had been donated to the Red Cross; if all the time spent in viewing and discussing the bout had been spent in prayer. our boys would soon be back home. — The Lance, St. Michael's College, Santa Fe, N. Mex.

Some Psychological Principles of Reading

Rev. John A. O'Brien, Ph.D.*

 T_{points}^{ODAY} there are three outstanding points of emphasis in the teaching of reading. They are:

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1. Emphasis on basing the entire reading program firmly on knowledge of the needs and characteristics of children. Years of research in the field of child study are paying off in the modern classroom.

2. Emphasis on the orderly planning of a developmental reading program for a child, in which growth for all is insured.

3. Emphasis on the desired end product—not just a clever translator of print but a child of God whose personal development is increasingly influenced by reading and discussion toward virtuous and intelligent self-direction.

If current trends in the teaching of reading stem from these three roots, let us consider what these roots are, and in what direction the modern reading program is growing.

The three questions to which we seek

- 1. What are the characteristics of children and what are their needs?
- 2. What implications are being drawn from the study of children to help chart an orderly, developmental course for every child?
- 3. Is the modern reading program in keeping with our all-enveloping principles for the personal development of the child of God?

Gesell¹ says "The six-year-old wants to work. He would be continually happy if life were just one long series of beginnings. He gasps with excitement in his eagerness to tackle a new thing. But if the task is long he may want to give up in the middle."

When we describe a specific age group—when we speak of the six-year-old or the nine-year-old—we do not mean that on a specific birthday a child begins to have a specific set of traits or behavior patterns. We do mean, however, a stage of development that is typical of children at

this age. Some children will fit some of the patterns earlier and some later. We are told that the six-year-old likes to start things. How does this fact influence our procedures in planning a classroom reading program?

Brief Tasks for Little Ones

In the first grade, we generally make each task a *short one*, and one that gives genuine satisfaction when it is done. Whether a child is saying a prayer, or playing a game, or reading a story, we try to give him *the satisfaction of a happy conclusion* before very many minutes go by. This six-year-old is not asked to read long stories during his basic reading period. He is not given continued stories, in which he reads only a string of episodes with no conclusion until tomorrow or next week.

Has this emphasis on giving the child a program in which he takes satisfaction in *finishing what he starts* any relation to helping the child grow in virtue and goodness? When habit and virtue become entwined, the child grows strong in the ways of goodness. The child who develops the habit of completing what he starts has the firm foundation upon which the virtue of perseverance may easily be built.

Most six-year-olds do not like to make decisions, and find them very hard to make. In the modern reading program the teacher does not confront a child with unfinished stories, asking, "What do you think would be a good ending for the story?" Such decisions are not suitable to the six-year-old. He wants to know how the story did end. The teacher often has a child guess how a story is going to end, since this helps him to make inferences, but she sees to it that he has the satisfaction of knowing how it does end before very long.

Reading Readiness

The adjustment from home to school is often not easy. For many children it is accompanied by a state of high nervous tension. The little child, getting accustomed to the challenges of the schoolwork of Grade One, is desperately in need of security in his beginning attempts.

On the first part of the reading program that the first grader needs, the period for

developing readiness for reading, is full of opportunity for the child to put to work skills he already possesses in some measure, such as talking sensibly about familiar everyday play situations and comparing bicture forms. With none of the weird little symbols we call words to worry about, the child develops abilities necessary for reading, such as: (1) Visual discrimination. He sees likenesses and differences in the shapes of pictured objects. (2) Auditory discrimination. He hears likenesses and differences in respect to rhyme and consonants. (3) Language skills, such as talking in sentences. (4) Thinking skills, such as classification according to such simple criteria as size, use, color, structure, generic nature (big and little; to eat and to wear; red and blue; four legs and two legs; furniture and food).

Because the modern reading program — from the prereading period on — gives the child tasks that he can do in the form of story material that is genuinely interesting to him, the child wants to co-operate. The work you want him to do becomes the very thing he wants to do. He finds obedience a fairly easy matter and is helped toward developing the habit of obeying authority. Thus the teacher fosters virtues by teaching reading in a manner that recognizes the nature and characteristics of the child.

The period of six years to eight years is typically an age of expansiveness. The child's interests in his toys and pets and home expand to include the neighborhood, the school, and the gradually growing circle that is the child's community. During these years - usually preprimary room, first, second, and part of third grade our responsibilities in the total reading program must take into account this expansiveness. We recognize that, as the child's interests widen, he is venturing into the unknown - a wonderful world of experience about things and people around him, about size and quantity relationships, about his own soul and body. We would be unwise to complicate this searching for experience in these strange fields by mixing with it the complex problems of learning to read. However, the child must learn to read also, and the time is ripe in primary grades. How are we to do these two things?

^{*}The University of Notre Dame, Notre Dame, Ind.

Dr. Arnold Gesell of the Yale University Child Guidance Clinic has done pioneer work in the field of child study for years. The reports that he and his co-workers have made on the characteristics of children have become classic in the field of education.

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Utilizing Previous Experience

While we are teaching our basic reading in the primary grades we adhere somewhat closely to familiar experience concepts so that the child can draw freely upon past experience to help him visualize instantaneously the ideas represented by the printed symbols he is learning to understand. Exactly how does this operate? Those of you who teach in Grade One know that practically any primer you pick up today contains some stories or reading matter about pets and toys. These areas of thinking are used not to provide new areas for the child to explore but instead to draw upon a wealth of familiar experience and associations the child has been having for a long time. This principle of guarding the child in the 6-8 age group, so that in the complex challenge of learning to read, his problems are not intensified with grasping strange new concepts (like life among the Eskimos or colonial settlement) dovetails neatly with his expansive interests, since his rapid growth in reading skill equips him before long to use reading almost effortlessly in the content areas through which he broadens his base of experience.

The child's need for expanding experience in what we call the content or subject-matter areas in the primary period is filled by using teaching methods and materials that are simple for the child to read. Whole subject areas like arithmetic and science can be taught in first grade with no words at all for the child to read—just pictures and real objects to see and discuss. All along the way, we eliminate vocabulary problems wherever the child must absorb complex ideas.

Learning From Stories

In the primary grades the reading program of the modern school centers around fine-quality stories. Only a balance of the finest children's literature available deserves to be at the core of the child's reading program. The child reads it in a very carefully controlled vocabulary to insure success from the start. From the prereading period on, the child reader is able to identify himself with characters whose actions, joys, and difficulties; decisions, thoughts, and feelings become for the moment his own.

Thus, though the reading of stories in which the characterization is genuine—in which the characters live and think and feel like real people—even the little child benefits from the broadening influence of vicariously sharing the lives and experiences of others. When the first grade child who is habitually cruel to her pets, because she never stopped to think they had

feelings, reads about her story-friend Jean's behavior in one story, she may stop short. Jean comes upon her pet kitten looking as funny as a kitten can look, all twisted up in a quantity of blue yarn. Jean is not a prissy girl, but her immediate reaction to the kitten's plight is one of concern, not amusement. "Oh, my! we must help Puff!" is her feeling, and she gets help right away for the unhappy cat. The child reader has had a vicarious experience in understanding kindness.

Warm family relationships are experienced by the small child reader as he lives vicariously with a happy family whose members are normal, good-natured people who enjoy each other's company and know how to laugh at themselves, and with each other

Visualizing Reading Matter

After the primary grades, children can often master the mechanics of fairly complex reading matter, and their interests are able to be broadened within the reading program. After a primary program in which skill in visualization is emphasized, the child is ready (usually by the latter half of third grade) to begin to read about ideas that are somewhat removed from his own experience—about people of the past and people of other lands. As the child reads about people of other times and other places, he creates mental images

Protecting Our Youth



- Maloney in the Brooklyn Tablet

and grows in understanding. The child who learns to visualize clearly as he reads is using to the full one of the important gifts God has given him.

This ability to visualize is present more or less in all the children we teach. Developing it often puts severe demands upon the teacher - because it requires that she take time. Let us take a moment ourselves to do a little visualizing. What picture do you see when I say, "a towering pine tree"? "a mammoth banyan tree"? Were the two pictures equally clear in your mind? Was your experience with one more extensive than with the other? Herein lies part of the explanation of why and how the difficulties of creative visualization are kept away from the small child and presented only gradually as the child gets mature enough and well equipped enough in reading ability to be ready to broaden his realm of experience through reading.

Learning to Think

As the 6-to-8-year-old is expansive, so the 9-year-old possesses an extensiveness that is engendered from inside, the child development specialists tell us. Hence most children of about 9 - whatever their reading level may be - are eager for more learning. From this reason, when the interesting stories the middle-grade children enjoy together are gripping the class in enjoyment and discussion, we make it a point to include all the children, whether they can read on the level of the majority or not. Sometimes this requires a brief telling of the reader story privately to the little group of children who would be unable to master the words unaided, or having someone read the story to them earlier in the day. Whatever techniques used, the teacher helps every child to share as fully as possible in the literature experience that the reading of the basic-reader story should be.

In the modern reading program children are taught how to think. Through emphasis at all times on the meaning of what is read, children develop the habit of thinking while reading - of responding to ideas rather than merely to the recognition of word forms. A powerful program of word attack - one built right into the reading method, which pays heavily in the independent reading a child can do-is a basic part of today's reading program in a school, but it is a tool. Great care is taken at all times to see that the child never gets the impression that knowing the words is reading. Instead, words are recognized simply as aids in grasping ideas

The child receives training in comprehension of ideas from the prereading days, when he reads only pictures, right through

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his school career. The simple factual level of comprehension is all too often where we used to stop in our teaching, yet we need not stop there, nor can we if we are to help children to think as they read and to react to the ideas presented to them in print. Full interpretation of the thought carried by the words is an ever present aim in each reading lesson. Through the guidance you give, the child learns to weigh ideas as he reads, to consider them in the light of ideas he has gained preciously, and to discuss them intelligently.

It is only when the child has this genuine understanding of the ideas he reads that he feels any inclination to react to those ideas. When we consider that our important aim in reading is for the improvement of the child as a person, we can never be satisfied to let him read in mechanical fashion, either ignoring ideas or absorbing them without thought.

Reading Meditatively

Perhaps the word meditation should be brought in at this point. The child who knows how to read meditatively is the child who will be protected against the great mass of falsehood which he will find in the world of print about him. Even a very small child can learn to weigh ideas intelligently. The child who does these things will integrate ideas into his own pattern of thinking.

Thus, when we say that we teach children to think, our emphasis is not entirely upon the specific thinking skills, although these are important. But it is upon the attitude of thought which begins habitually as the child lives through the modern basic reading program. We must teach children to read at the level at which we feel reading is a worthy substitute for firsthand experience. This we can do only by continuous planning - from the prereading period through the eighth grade and beyond - and by carrying on a balanced basic reading program.

A Century of Service in New Mexico The Sisters of Loretto, 1852-1952

Sister Richard Marie, S.L.*

BY THUD of hoof and clang of sword the Spanish conquistadors beat out the meter of the great epic which is the story of New Mexico. Under the leadership of Don Francisco Vasquez de Coronado they carried the cross with them, symbol of the faith in their hearts. Three centuries later another group, "Conquistadoras," under the leadership of the valiant Bishop John Baptist Lamy also carried the cross and planted it in the hearts of the people of New Mexico. That soil, watered by the blood of the Franciscan martyrs, was ripe for the planting when the courageous Bishop after only two years in his mission diocese brought the Sisters of Loretto to establish a school for the education of the young women of the territory.

The "Conquistadoras"

This community founded in 1812 in Kentucky by Rev. Charles Nerinckx, a saintly Belgian priest exiled from his homeland by religious persecution, was filled with the frontier spirit of the time. Six of these spiritual daughters of Father Nerinckx were chosen to accompany Bishop Lamy to his distant mission and thus identified Loretto with the westward movement beyond the Mississippi.

When Mother Berlindes Downs, superior general of the Sisters of Loretto, called for volunteers for New Mexico, the response was generous beyond expectation. The favored six were: Mother Matilda Mills, superior; Sister Catherine Mahoney; Sister Magdalen Hayden; Sister Rosanna Dant; Sister Monica Bailey; and Sister Roberta Brown. These brave women formed the vanguard of that great army of Sisters of Loretto who were to dare the perils of the western plains in order to wage war against ignorance and irreligion.

After attending holy Mass on June 27, 1852, the little mission band left Loretto filled with natural sorrow at parting from their homeland, relatives, and friends and not unalarmed at the perils of the journey. Bishop Lamy chose the Traders' Trail for his return route to Santa Fe. His party was joined by the Sisters at St. Louis on July 10, 1852, when the group embarked on the steamer, "Kansas" for Independence, Mo.



Father Charles Nerinckx. Founder of the Sisters of Loretto.

Trouble and Tragedy

Cholera, an epidemic among the passengers. was contracted by some of the Sisters. When the party was only six days out of St. Louis and two days before landing at Todd's Warehouse, six miles from Independence, Mother Matilda succumbed to the disease. Following Mother Matilda's death, Sister Monica was stricken. To the people of the frontier town of Independence, cholera was a fearsome thing; consequently the plague-infested passengers found no welcome there. Permission to bury Mother Matilda was finally granted and after much pleading Bishop Lamy found lodging in the town for Sisters Catherine, Roberta, and Rosanna but he had to leave Sister Magdalen to care for Sister Monica in the warehouse. By July 19, Sister Magdalen herself was seriously ill and the poor Bishop had two dving nuns on his hands. In desperation, the Bishop removed the Sisters to a tent erected about two miles outside the town. There under a burning July sun, Mrs. Dermedy, a member of the party, assisted by another lady, nursed the Sisters to recovery.

By July 25, they were able to go to Independence. Two days later, unwilling to delay any longer, the Sisters joined the caravan encamped nine or ten miles from the town. Sister Magdalen, though weak, was able to travel in a carriage but Sister Monica, whose recovery was doubtful, had to return to

Independence.

Before starting, the Bishop asked Sister Magdalen to be the superior for the community. She consented provided her superiors

^{*}Loretto Academy, Santa Fe. N. Mex

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Stairs to the choir in the Gothic chapel at Loretto Academy. The building was started in 1873 and dedicated in 1878. The stairs have no visible means of support and were constructed without nails. A legend attributes their construction to St. Joseph.

at Loretto approved. The caravan had gone only a few miles when one of the wagons broke down. Nor was that all. Evening brought such a terrible electric storm that the Sisters' tent could not be pitched, thus they were forced to remain cooped up in the wagon which creaked and swayed in the high winds as if ready to fall to pieces any minute. Relief came with the dawn, repairs were made, and the party pushed on. At Council Grove, on the Feast of the Assumption, the Sisters publicly renewed their vows before Holy Communion. Their hearts were filled with joy and, no doubt, with resignation, for their troubles had been many and Santa Fe was still far away. Rivers had to be forded, Indians were on the plains, and the stories the nuns had heard gave them ample cause for alarm. This was Indian hunting ground, so it was not surprising that a short distance from Fort Atchison the caravan was surrounded the greater part of the day by three hundred or more Indians. Whether or not the Indians intended to attack, the Bishop and his party had no way of knowing, but they felt safer traveling all night, as the savages did not usually attack after dark.

A Rousing Welcome

To the Sisters that September 26, 1852, it seemed that the whole of this strange land had gathered to welcome them to their new home. In fact their carriages could scarcely move through the vast crowd that lined the way under triumphal arches to the Cathedral. On all sides Mexican music was played, people called gaily to the homesick but happy nuns, and then the great bells in the twin towers of the Cathedral pealed their welcome like voices from heaven singing a benediction.

The first task claiming the attention of the Sisters was the study of the Spanish language, as this knowledge was essential to their success as teachers in New Mexico. The formal opening of the school under the title, Our Lady of Light, took place in January,

1853, though the Sisters in November, 1852, had accepted as boarders two little orphans, Isabel and Juliana Jones. By January, they had ten boarders and three day students. This number soon increased and year by year the adobe house had to be enlarged both for the convent and the school.

A Novitiate

If one criterion of the success of a religious order in a mission country is its native sister-hood, then the success of the Sisters of Loretto was assured only three years after the first band arrived. Father Machefeuf was sent east on business and on his return brought an addition of four Sisters for the little community. A number of Spanish girls had been asking for admittance to the Society but until this time Mother Magdalen had not felt that she could spare a Sister to train them in the religious life. With the increase in the community, Mother opened a novitiate appointing Mother Ann Joseph Mattingly as mistress of novices.

In 1859, generous Bishop Lamy deeded his "Casa Americana," the only two-story house in the area, to the Sisters for \$3,000. This formed the nucleus for the extensive plant that is Loretto Academy today.

In 1873, the beautiful Gothic chapel was begun under a French architect whom Bishop Lamy had engaged to work on the new Cathedral. Five years later the chapel was dedicated. During the construction of the chapel, the legend of the miraculous staircase was born. The story goes that the native workmen were unable to erect a stairs to the choir loft because of the lack of space when suddenly in their midst there appeared an ordinary looking workman who said he could do it, and he did. The stairs rise in a graceful spiral with no visible support and without a single nail. Mother Magdalen, pleased with the work, looked for the carpenter to pay him but he had disappeared and was never seen again. The Sisters had been praying to St. Joseph and so the rumor got about that St. Joseph had built the staircase. Be that as it may, the stairs still provide the only entrance to the choir and their construction shows a degree of architectural skill that one may doubt the native workmen possessed.

New Schools Established

During her years as superior of the convent and academy of Our Lady of Light, Mother Magdalen made ten foundations from Santa Fe. The first of these was St. Joseph's School in Taos, N. Mex., in 1863; the second, Annunciation Convent in Mora, N. Mex., 1864; and third, St. Mary's Academy, Denver, Colo. in the same year. A school was established in Albuquerque, N. Mex., in 1866, but it closed after three years with the Immaculate Conception Academy at Las Vegas, N. Mex., in 1869. The following year, Visitation Academy, Las Cruces, N. Mex., was founded at the

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request of Most Rev. Bishop J. B. Salpointe of Arizona. From Las Cruces in 1879, a school was opened in San Elizario, Tex., which was to pave the way for the present Loretto Academy at El Paso, Tex., in 1892. Also in 1879, Mount Carmel School was established at Socorro, N. Mex. Bernalillo, N. Mex., a short distance from Santa Fe, was the site of an Indian industrial school opened as a boarding school in 1875 at the request of a prominent Catholic layman, Don Jose Leander Perea. This school became an Indian school through the zeal of Very Rev. J. A. Stephan, director of the Bureau of Catholic Indian Missions.

When Amado Chavez as first superintendent of public schools in New Mexico, asked the Sisters of Loretto to teach in his schools, it was through the efforts of Sister Margaret Mary Keenan that the first public school was opened in Sandoval County and Sister was one of the first teachers to hold a certificate from the Territory of New Mexico, hers being Certificate No. 24 issued from the Territory of New Mexico on August 21, 1891. From that time until 1949 the Sisters of Loretto have taught in public schools throughout the territory and state of New Mexico.

Divine Providence chose December 12,

1881, to bring to an end the long and valiant service of Mother Magdalen as superior of the Convent of Our Lady of Light. She resigned her position because of ill health and her superiors appointed Mother Francisca Lamy, a niece of the Archbishop as second superior. Mother Magdalen lived in the Santa Fe community, a helpless invalid until her death on October 27, 1894.

At the World's Fair

Mother Francisca had been directress in the school since 1864 and under her guidance the institution had made steady progress. Loretto Academy was incorporated by the territory of New Mexico in 1874. Another proof of the progress made in this far western school was the impressive exhibit sent to the Chicago World's Fair in 1893 by the New Mexico schools taught by the Sisters of Loretto.

The high standards of these early Lorettine educators have been upheld through all the vicissitudes and trials attendant on a century of educational endeavor. Each new superior has left behind her evidences of progress in new buildings, well-knit organization, and high spiritual values. The Sisters of Loretto in Santa Fe staff the St. Francis Cathedral Grade School and Junior High School and an

Opportunity School for retarded and handicapped children as well as Loretto Academy of Our Lady of Light, boarding and day school for girls. Throughout the state, parochial schools replace the public schools in which the Sisters were teaching prior to the unfavorable decision in the Dixon case, and in no instance have the Sisters of Loretto abandoned the children of the areas in which they were teaching to the influences of Godless education.

Always the daughters of Father Nerinckx kept before them the admonition of their holy Founder: "Gain souls, catch souls, court souls, draw souls, pull souls, carry souls, free souls, shelter souls, buy souls. Souls, souls, and nothing but souls, for the love of Jesus, the owner of souls."

During one hundred years of loving and self-sacrificing toil the Sisters of Loretto, assisted and encouraged by the great Archbishops of Santa Fe and the zealous priests of that archdiocese, have implanted true Christian principles and ideals in the hearts of thousands of New Mexico's womanhood. At the end of this century of service in the great work of Catholic education in New Mexico they humbly lift grateful hearts in prayer to almighty God who in His goodness has used them as instruments of salvation.

SCIENCE IN THE HIGH SCHOOL

Rt. Rev. Msgr. Ulrich A. Hauber, Ph.D.*

(Concluded from the September issue)

Since many teachers who are inadequately trained for it are compelled to teach high school science, there is need for a type of textbook or teachers' manual that is compact and simple and that can be followed closely in the classroom; one that helps the teacher by stressing the important matter and avoiding too many details.

My own experience in high school fifty years ago may serve as an illustration. We had a good teacher, though she was not specially trained in science. She taught us physics and botany (along with other subjects, of course). In botany we used McBride's Lessons in Botany, a small book with few pictures and practically no text, but with copious directions on what we were to do. We did not cover the ground, but what we did was so interesting that it left a lasting impression. We studied a few things carefully—some twigs, seeds, a flower or two, a potato; there was no equipment and we omitted entirely such college topics as algae and fungi. The

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course was remarkably successful, because we gathered our own material, studied it at firsthand, and learned by doing rather than from texts or visual aids. The details we studied, and they were really not many, illustrated important principles; we had time to discuss each one and meditate on it, and we were sorry when the course ended. I ascribe my later interest in science to this early introduction.

Perhaps we do not care to go back to such simple methods; perhaps we prefer the more ambitious program which includes the formal memorizing of a copious vocabulary and the hectic preparation of apparatus and mechanical aids, because that is the modern way of doing things. But if we are really concerned with education and integration rather than with meeting college entrance requirements, then we can find some helpful hints in these "antiquated" ways of doing things.

Learn by Doing

The really effective way for the student to learn science is by doing things himself. Let him plant the seeds, watch them grow, examine the flower and the fruit with his own hands and eyes. Nor should there be inflexible laboratory directions which tend to become routine and so inhibit spontaneity and discourage self-reliance. In physics and chemistry it may be necessary to teach largely by way of demonstrations, but these should always permit active participation of the students. Elaborate apparatus defeats its own purpose because it tends to distract from the main purpose of the experiment. Osmosis, for example, can best be taught with homemade equipment, preferably set up by the students.

Although this is the ideal way of teaching science, it becomes necessary to compromise when classes are large and space is limited. Under conditions of mass education, the sciences will be poorly taught.

On the other hand, one must guard against the temptation to assign work merely for the sake of keeping the pupils occupied. Some teachers favor making a "game" out of the laboratory exercise on the theory that that will arouse interest. To my mind that is a mistake. High school pupils are young adults, they know the

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difference between work and play, and feel that the schoolroom should not be made a playground. They may "enjoy" the games, but they have little respect for that kind of teaching. The better students are hungry for intellectual food and welcome a challenge that calls for hard work provided it is something they can understand and do themselves. And, while this is true only for the more serious half of the class, the others will go along as best they can and profit at least as much as if the teaching methods had made it easy for all.

Science in the Rural High School

A few years ago Father J. A. Wagner, pastor of the rural parish at West Point, Iowa, felt the need of introducing agricultural courses into his high school. But he had no trained teachers, and he knew that farm boys have little respect for the kind of agriculture that is taught by the average nun or priest who has had no practical experience with farm problems.

"Infiltration"

He finally hit upon a plan that seemed to be a compromise, namely, the infiltration of agricultural subject matter into the science courses that were already being offered. In biology, instead of devoting time and energy to protozoa, algae, starfish, and all the other numerous items of the conventional biology course, he proposed that they should study intensively the things in which the farmer is interested: corn, insect pests, nitrogen-fixing bacteria, farm animals, conservation, and so on. In chemistry he thought the work might be directed toward soil analysis and as far as possible to the chemistry of nutrition. The physics class could devote much of its time to learning the principles that underlie the tractor and other farm machinery.

It became my privilege to outline the procedures and the subject matter to be covered in the biology course and to supervise a class for one year. Sister Mary Rosilda, the chemistry teacher, concentrated as much as possible on the chemistry of soils and foods. Since then similar programs have been carried out in half a dozen rural schools in Iowa and Wisconsin.

The results of our venture have been very encouraging, and, while the exact methods employed in the rural school cannot be transferred to the city schools, a discussion of how we proceeded and what we think we achieved may be of value to high school teachers generally.

Interest of Pupils

It was a delight to the teacher to observe the genuine interest of the students when these learned that they were to study something in which they were really interested. In Iowa, corn is the big thing; the whole economy of the farm is built around it. Hence in the biology class we spent the first three weeks on the corn plant, studying its fundamental botany from every angle. We did not call it agriculture,

nor applied botany, but just general botany as illustrated by this one plant. We began with a discussion of how the leaf of the corn stalk makes food and sends it to the kernel to be stored—a broad topic which involved a detailed investigation of the structure of stem and leaf, a study of the chemistry of carbon dioxide and water and of sugar and starch, and so on. Then followed a firsthand study of tassel and silk to learn the mystery of reproduction, and finally the botany of a grain of corn and its germination.

When we were through with the corn plant these pupils knew the fundamentals of plant biology; it had come to them as naturally as breathing. When they found that what they were studying had a meaning to them and that they could actually understand the scientific facts, they went to work; the discussions that came up, the questions asked, were a revelation to the teacher.

While we were busy with the corn plant, no other material was introduced. But when later in the year other plants were studied, the students needed little help. The flower of a lily immediately had a meaning; they had studied the stamens and pistils in corn, they knew what is meant by pollination and fertilization and seed formation; and they entered spontaneously into a discussion among themselves of how this lily is like corn and how it differs. One thing had been learned well, and the rest was easy.

This study was followed by similar investigations: the grasshopper (while still available in the fields); an embalmed cat (a help in the study of human anatomy); the Ascaris worm (which is common on the farm); and so on. The usual teaching aids were used freely - charts, models, microprojector; and reference works were not only recommended but they were sought out by the students on their own initiative. If, for example, an insect pest was brought in, the teacher did not give out information about it; the student knew that he could find what he wanted in Metcalf and Flint, and he soon gave a report made up by himself on the habits and methods of control of the pest.

Adjustment to Life on the Farm

The farm boys, even before graduation, were applying their newly acquired knowledge in various ways. They tested soils, studied the local pests, advocated contour ploughing to their fathers and older brothers, took pride in the proper care of farm machinery, discussed details of crop rotation in their fields. Their science training was bearing fruit not only for themselves but for the whole community. And when one adds to this that these boys and girls had learned to see more in their farm environment than its purely material aspects, that they had imbibed a love for living on the land, and had learned to integrate their methods of making a livelihood with their religious convictions, then it becomes clear

that science had helped them to live better and fuller Christian lives.

Father Wagner's idea of "infiltration," that is, of introducing agricultural material into the science courses, is working out even more successfully than we had hoped. The new policy has been inaugurated as a temporary compromise between the established practice of giving no vocational training at all to rural people, and the idea of offering a series of formal courses in agriculture. We soon felt, however, that the compromise was preferable to what we had thought would be the ideal.

One reason for our conclusion is this: agricultural courses as generally taught are purely practical and tend to neglect fundamental scientific principles. But boys and girls reared on the farm are not looking for the practical aspects of farming; they already know, or think they know, a lot about that. What they need is the theory which underlies the practice; and our courses, we think, are giving them that.

Adjustment to Urban Life

The conviction has also grown upon us that the kind of scientific training we are advocating for the rural school is equally effective in fitting graduates into an urban environment if they later choose to abandon the farm, as many do from choice or by compulsion. Many of them go on for the professions, and, of course, they are encouraged to do so; others simply seek a "job" in the city because they can make more money there. For all these it doesn't matter in the least what types had been used in their science courses as illustrative material, provided they have been intro-duced to the elements of biology and chemistry and physics. If they have learned to think clearly and to be awake to the meaning of the common things about them, then nothing essential has been omitted from their scientific training.

It is statistically established that in the past a large number of our most successful business and professional men in the large cities came from the farm. They were not at all handicapped by their early contact with things rural; rather, the contrary is true. We feel that the kind of science courses we are recommending in our rural schools will fit the future needs of every high school graduate on the farm or not.

Preparation of High School Teachers

Unfortunately, teachers who have no adequate preparation are too often asked to take over a high school science course. This situation will be remedied only when administrative officials are converted to an appreciation of the importance of science in the modern school.

I do not think, on the other hand, that high school teachers of science should be trained as specialists, which is usually the case if they try to fulfill the requirements leading to an M.A. or a Ph.D. degree in our graduate schools. We must keep in

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mind that relatively few high school graduates will follow science as a career, and that the teaching should be adapted to the majority. Such adaptation is best achieved by a teacher who is on speaking terms with the elements of all the sciences, rather than an expert in any of them; specialists are notoriously poor high school teachers.

Some graduate schools are now offering curricula leading to advanced degrees that permit a spread of courses rather than extreme concentration in one field. Others still hesitate. But if high school teachers insist strongly enough they can usually get

what they want and need.

I shall close this paper with an observation that seems important to me, though, as far as I am aware, it has not been stressed in the books. It is this: The beginning science teacher is often fearful lest his ignorance about the subject matter at hand be discovered by the pupils. As a result he is tempted to put on a false front, to pose as one who knows all the answers.

As I see it, there is no reason for being timid or fearful, and no justification whatever for any kind of defense reaction.

I feel that way because:

1. Even the best scientist knows only one little field well; we are all quite ignorant of 99 per cent of what we could know.

The ideal scientist is humble in the presence of God's creatures; he freely admits his ignorance whether it be about important principles or in matters of minor

detail.

3. When the students observe that even the teacher doesn't know, they are learning a valuable lesson, namely, that one can be a scientist without being a superman. Many a student has developed a mental block toward science because he feels: This is beyond me.

4. The method of science is empirical, not didactic. Science is taught well if the student learns to tackle problems on his own, without help from the teacher. And it is taught best when the teacher frankly

admits that he doesn't know.

5. The pupils of high school age are quick to detect any pretense, and when they do, they lose confidence in the teacher; on the other hand, they respect anyone whom they know to be strictly honest.

I hasten to apply these observations to myself as I appear before this group of experienced teachers. When requested to prepare this paper I asked myself: By what authority do I do this? The answer, of course, is that in science, as in education, there are no authorities. We all like to preach about principles and methods; but in practice each one of us does things in his own way which is, for us, usually the best way. We make mistakes, of course, and we come together on occasions of this kind to discuss our mistakes. I shall be quite pleased if even a few of the recommendations made in this paper survive the workshop discussions.

Greater Integration of School and Home

Sister M. Brigetta, O.S.B., Ph.D.*

OPEN HOUSE is a social custom widely cultivated today, as a medium of friendly contact and entertainment. It is indeed an appealing phrase and is suggestive of welcome, warmth, and friendliness. In the world of modern education it is also being cultivated, to a certain extent, and apparently with constructive results that will, I am sure, make it even more popular as time goes on.

Most elementary and secondary schools at the present time, have home rooms and homeroom teachers, another commendable project in education which establishes closer contact and understanding between teachers and pupils and thus helps to integrate school and home. Is such integration really necessary, you may ask. Yes, it must be, if one may draw conclusions from present-day conditions in the pupil-student world, as it operates beyond the school environment.

In co-ordination such as this, mothers would naturally represent the home, as fathers are generally too engrossed in their daily labor to permit them to take an active part in it,

except on rare occasions.

We naturally take it for granted that the average mother is deeply interested in her children, in their progress in the classroom, their contact with teachers, and so on. This beautiful, motherly feeling can be still further vitalized by closer contact between the school and the home; and who will say that this contact is not something sorely needed in education at the present hour?

Yes, to be sure, we have the Home and School Association or the Parent-Teacher Association which have been operating quite successfully for some time, which have been making parents and teachers more conscious not only of their obligation, but also of their privileges as guides and guardians of youth. It may be, however, that parent-teacher integration would be even more effective if its center of interest were primarily educational. Education, as we all know, does not mean just studying textbooks, memorizing facts therefrom and then reciting them, oftentimes mechanically. No, education, in its essence, is actually the intelligent acquisition of constructive knowledge, plus its manifestation in the daily life of the student, not in word only, but also in deed and in truth. Would closer integration of school and home further our efforts toward the achievement of this ideal? It would, without a doubt.

An excellent medium for the demonstration of progress in the classrooms is open house held on appropriate occasions. On such occasions, parents — mostly mothers — are the guests, mothers whose warm smiles of appreciation are naturally an urge to greater effort.

Contacts of this friendly nature contribute very much to the integration of school and home.

Now, let us see, what are some appropriate occasions on which to hold open house? Mother's Day is an ideal occasion. The particular class or classes, directing the entertainment, can choose literary selections associated with home, mother, etc., recited and dramatized by individual pupils, or by groups. It seems to me that a project of this nature is inherently valuable. It is social, entertaining, and certainly contributes much to the development of pupils who take part in it. Why not celebrate Father's Day in the same way?

Classes in history may present open house, for example, on Lincoln's or Washington's birthday. The elementary grades may hold open house merely to show their work to

parents.

But, someone may ask why I advocate the open house as a medium of contact and integration of school and home in preference to other ways and means. I do so because, on such occasions, parents and teachers meet in a friendly atmosphere that cultivates appreciation of, and interest in, our schools and their educational problems, especially in our day and age, when understanding and appreciation are so sorely needed in the field of education. Furthermore, at open house, interest and attention center primarily on our pupils with the result that all concerned, especially parents, develop a deeper sense of consciousness not only of their obligations but also of their blessings. Thus, open house can be an excellent adjunct to the Parent-Teacher Association and related projects, toward the integration of school and home; it can even be a tremendous aid in the solution of such present-day problems as juvenile delinquency and its tragic results.

OUR SISTERS ARE "DYNAMIC"

A noted British writer, Rosalind Murray. is credited by *Columbia* magazine with the following statement about American Sisters:

"I cannot speak of colleges and young people without some special reference to the 'Sisters' who play so notable a part in the American Catholic scene; in a quite special way they represent American Catholicism. as such, for the particular quality of its vigor and initiative and freedom; American Sisters indeed represent a very remarkable development from the traditional nun we know in Europe, a really new type of religious life called into being by the new conditions in a new country; no question here of being out of touch with real life, of 'nunnishness.' The Sisters are a moving force. dynamic!"

^{*}College of St. Scholastica, Duluth 2, Minn

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The CATHOLIC SCHOOL JOURNAL

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"Fifty Years of Educational Progress"

The next annual convention of the National Catholic Educational Association to be held in Atlantic City, N. J., on April 7, 8, 9, 10, 1953, will be its fiftieth meeting. The theme for this golden jubilee will be "Fifty Years of Educational Progress" - The National Catholic Educational Association, 1904-1954.

This is a happy idea. The material for a history of Catholic education in the United States is meager. One of the great needs today is a real history of Catholic education in the United States. The Burns' books have served their purpose, but a golden jubilee like this should have stimulated a new presentation. Unfortunately, the publication of such a history of education or even of the Association coincident with this meeting apparently has not been a part of the plans. It would be interesting if there should emerge out of this meeting some statement or information or understanding of such matters as the following:

1. A review of any distinctive Catholic educational movements that grew out of the discussions at the conventions.

2. A statement of the extent to which Catholic education has followed the various movements in public education.

3. Whether there have been any significant reports with clear evidence of their influence, such as the Committee of Ten of the National Education Association and the Committee formulating the Seven Cardinal Principles of Secondary Education.

4. A scholarly evaluation of the papers submitted to the Association, or of those worth calling to attention today.

5. The significant and practical effects. if any, of the effort of the National Catholic Educational Association to be a standardizing agency, especially on the college

6. The utilization of the many talented people in Catholic schools with wide experience, or the inclusion in the program annually of the perennials.

7. The significance of the layman in Catholic education as revealed in the history of the National Catholic Educational Association.

8. To what extent professional standards have been promoted among teachers in Catholic education and on such problems as the selection of textbooks, teacher and faculty meetings in elementary, secondary, and higher education, in the selection of teachers and principals, etc.

9. The extent to which the resolutions passed annually at the convention reveal the major problems of Catholic education.

10. The extent of preoccupation with international education and its significance for the Catholic schools of the United States.

11. The significance of the diocese and the religious communities in the development of secondary schools and colleges.

Individuals interested in Bishop Howard have been studying for some time the history of the Association. This would be a good time for its issuance.

The CATHOLIC SCHOOL JOURNAL issued, last April, its own Golden Jubilee number. This much commended presentation of the fifty years of Catholic education should be further developed at this meeting.

- E. A. F.

Education as the Battleground

Bishop James E. Kearney of the diocese of Rochester, New York, said something to the meeting of the National Federation of Catholic Alumnae in New York that we need to realize more completely than we do. The Bishop said:

"The principal onslaughts that are being made today are being made in the educational field."

We have not sensed the fact or its significance. When the attack on Christianity was on doctrinal grounds, or via the historical argument, or from the viewpoint of scientific evolution the attack was in the open and its basis clearly met.

There has been an amazing interest in the relations of education and religion. It has been manifested in books, magazines, newspaper editorials, television, and radio programs. It is undoubtedly true that it is in part "the appeal in time of crises to the ultimate sources of faith, hope, and courage."

But there are proposals that would emasculate religion: e.g., the one proposing a common core of instruction. This is a proposal made before in the history of education and rejected. The American Council of Education saw through such a proposal in its report on the basis of "Religion to Public Education."

"The notion of a common core suggests a watering-down of the several faiths to the point where common essentials appear. This might easily lead to a new sect - a public school sect - which would take its place alongside the existing faiths and compete with them. The great religious bodies in America hold their respective faiths too seriously to admit of such a procedure on the part of the public schools."

The legal attacks beginning with the Oregon decision, and through the Everson and McCullom cases to the released-time program decision are supported undoubtedly by some religious people who are fearful of the Church-State problem. But the easiest area in which to raise the issue is education and there are many shibboleths and slogans acceptable to people that are used.

It is easy to understand, too, why education should be the field. It is the area where one can most easily win the next generation - the children. It is the cry of panacea mongers and reformers to give us the children. It is of course the only secure means of social community. In his essay on "In Darkest England" Francis Thompson put the case well:

"Who grasps the child grasps the future."

"The grim old superstition was right. When man would build to a lasting finish, he must found his building over a child. There is not a secret society in Europe,

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there is not a Secularist in France, in Germany, in Italy, in England, but knows it; everywhere these gangs of coiners are at their work of stamping and uttering base humanity. We, too, have recognized it; we on our part have not been idle, we least of all; but we are hard put to it for laborers in the task. In the school satchel lie the keys of tomorrow. What gate shall be opened into that morrow, whether a gate of horn, or the gate of ivory wherethrough the inheritors of our own poor day passed surrounded by so many vain dreams into their inheritance, must rest with them who are still

In that sweet age
When Heaven's our side the lark."

-E. A. F.

Criticism of Education

Many movements are started in education, and gather whatever momentum their sponsors are able to give them. It is surprising how little criticism there is of educational movements, particularly in their early developments. These movements are often associated with the name of an individual or a city. This wards off criticism. These educational movements or proposals are regarded as a private affair. One almost reads in our practice the idea that that racket is his or confined to the city and let it go at that. They want their place in the sun.

This is part of a more general attitude that education is sacrosanct -- beyond criticism. In any case education is a good, and what it calls for is one's support and propaganda. Occasionally a reader is shocked at our reminders that education may be an evil, a disservice to children. The resentment against recent criticism of public education shows this spirit. In the freedom of our democracy there will be criticism that is unfair or based on inadequate or wrong information, as well as helpful and constructive criticism. The wise administrator will welcome the opportunity to inform such people or show by his spirit that a mistake is made in destructive criticism. In any case the approach to all criticism is to regard it as an educational opportunity.

There is one characteristic of the introduction of programs into all types of schools, Catholic and public, and that is the public or clientele of the school is not taken into the confidence of the administration in the preparation of a new pro-

gram or its initiation. If administrators took pains to see that the public understood in advance changes in schools the later "explosions" would in many cases be avoided. Changes in schools are more significantly public rather than merely professional matters. No one should be foolish enough to disregard responsible criticism.

We are led into this general line of thought by a recent examination of the Great Books program for adults. It is a movement which we would like to promote in every way we could. We examined it carefully and found it seriously wanting. It was impossible to make good its pretensions. We wrote a book about it stating the method of our examination, its tests, and our judgments in objective terms. It has just been published (Fitzpatrick, Edward A., Great Books, Panacea or What?, The Bruce Publishing Co., 1952).

We have received some extraordinarily fine judgments regarding this new book from such competent people as Anton Pegis:

"Your book, Great Books, is a lively discussion, full of brilliant sallies against admittedly vulnerable points in the armor of the devotees of reading lists. I am not against Great Books, nor am I against adult education, nor still would I defend the failings of scholars and teachers. As a living discussion with Hutchins and his entourage, I think that your book is substantial, prudent, and to the point. You are conducting a living conversation with people who consider themselves adept at conversation, and it seems to me that you have rather the better of it. I look forward to seeing your manuscript in print."

In this connection we should perhaps recall Shakespeare's comment that "the censure (or praise) of the which one must in your allowance o'erweigh a whole theater of others."

In discussing the book orally with a number of presumably intelligent people, we were surprised how horrified some were at the very idea of criticizing the program and inferentially the sponsors. Some of those who took part in the program have developed a kind of fanaticism regarding it and would read no book about it. I often suspected this was a defense mechanism.

Publishers were interested, men who gave the content of the book discriminating praise, but the public would not be interested. The careful objective analysis of the Great Books and occasional banter which gave some of the reviewers a

"chuckle" was not what the public wants. "Who cares?" was asked. I should like to say to my professional brethren that they ought to care, and they ought themselves to do what they can to puncture educational pretense, or wild educational claims of panaceas and the utilization of institutional and personal names as propaganda. We are now thinking in the broadest terms. Mr. Brameld's "Reconstructionism" for example should have had before this the devastating criticism it deserves. The Life-Adjustment program should have had the discriminating judgment it needs in spite of the propaganda by the U.S. Office of Education and from some official Catholic

There is one primary interest in education and that is the student, whether child or adult, and let us not victimize him with educational panaceas that are something else. — E. A. F.

History of Catholic Education in the U. S.

There is nothing more helpful in understanding an educational system either of an individual, nation. or Church than to understand how it came into being and what has been its development. We should like to establish in the CATHOLIC SCHOOL JOURNAL a page of notes or articles each month, well documented, not pious history, about the development of Catholic education in the United States.

The anniversary number of the CATHO-LIC SCHOOL JOURNAL published last April indicated in broad outline the scope of the development of Catholic education for fifty years. We should like to build up a more concrete picture of our whole development, we should like to have articles in the field, we should be glad to give reviews to major books that really make contributions to the history of education in the United States, and we should like succint articles on the major religious communities in the United States. We should like also to have our attention called to significant verified comments regarding the history of Catholic education in any book. We want bibliographies, particularly those that are critically annotated, this includes appreciation of real value.

We shall try the experiment for a few months to see what the possibilities of the field are and we ask your hearty co-operation. — E. A. F.

Practical Aids for the Teacher

A Community Vocational Opportunity Survey

Sister M. Agnella, R.S.M.*

The "Community Appreciation Survey" described by Brother Leo Ryan in the March, 1952, issue of the Catholic School Journal, duplicated our experience in a similar survey for the purpose of vocational guidance. Our high school juniors combined a survey of cultural, educational, and recreational advantages with the job opportunities available in the community. This was to make doubly attractive the idea of staying in the community rather than joining the yearly exodus to the larger cities in search of a larger sphere of activity.

Opportunities at Home

Small towns and cities of 2000 to 15,000 population have a high mortality rate of adolescent citizens who feel that opportunities for living a well-rounded existence are woefully lacking. Our survey sold the community to many of these students, thus eliminating the consequent disappointments, the lowering of moral standards, and the general breakdown of morale which is often the lot of the small-town youth in the competitive atmosphere of a large city.

Our starting point was much the same as Brother Leo's. By pointed questions we awakened the latent curiosity of the students. Next came the search for materials: leaflets, booklets, bulletins, newspaper and magazine articles; anything of an explanatory or descriptive nature which developed the assets of the community and opportunities for jobs.

Information Classified

Not only were the chamber of commerce and social and welfare agencies contacted, but every factory, industrial plant, and business which provided work opportunities was visited. Reports of the most recent U. S. Bureau of Census for our state and our community were secured, as well as material from local government and professional offices; the board of education; commissioners of public health, parks and recreation; police, fire, and traffic departments; farm bureaus, theaters, museums, and libraries. These agencies had been informed of the project before solicitation began, and as a result were very co-operative.

From the U. S. Census reports we determined the number of employed people in

our community and in what fields they were working. Next we estimated the number of people employed in these fields in each of the community's industrial, business, and professional firms.

An index file of occupational opportunities was made by following census classifications and making out a card for each establishment employing young people. The classified section of the telephone directory was helpful: for instance the card would read: Trade-Electrical Appliances: John Doe Company; Address:

—; Telephone: ——; Employs 20 people.

A card showing the total number employed in the community in each particular field was filed at the beginning of each section. A further breakdown into categories of unskilled, semiskilled, skilled, and expert workers can be made if desired. The cultural, educational, and recreational advantages of the community were handled, with some variations, in a manner similar to that discussed in Brother Leo's article.

You'll Be Surprised

The value of this survey was fourfold: (1) Students acquired an extensive knowledge of

the occupational fields open to them in their community. (2) At the same time they were developing a pride and appreciation for what their community had to offer. (3) They were developing a favorable attitude toward their community and its possibilities for their future. (4) They were making available for further intensive study the fields in which students could hope to find work in their community.

The results of this survey were useful in determining representative industries from which we could request speakers to discuss with interested students, opportunities in their special fields.

Seminars were arranged after students had checked three vocational fields in order of their preference.

After a compilation of these check lists, representatives from these preferred fields were secured. Students interested in fields not indicated as popular preferences, were sent directly into the industry where arrangements had been made for their firsthand investigations.

This Vocational Opportunity Survey may be altered and adapted to varied community resources and to adolescent needs. It must be realized that constant changes are being made in vocational fields and statistical results of a survey of this nature have no long-range value. However, this or similar surveys can make vital contributions to growth in social living and will develop permanent constructive attitudes and achievements.

Approaching Life Situations Through Reading

Brother John Drerup, S.M.*

From countless sources a flood of literature pours into the homes of our pupils where it is read by them and by their parents. A recent survey finds that the high school boy spends an average of 40 minutes a day on reading other than reading connected in any way with schoolwork. About 85 per cent of the boys read on an average of three magazines regularly. Not only magazines and newspapers, but books as well, come into their homes. Especially the selections of the various book-of-the-month clubs find admittance and exert their influence upon the thought and moral conduct of the family.

Brother John Drerup, who has a degree in library science, has been librarian and instructor in advanced English at Chaminade High School, Mineola, L. I., N. Y.

Objectionable Literature

With such a profusion of literature it follows inevitably that a proportion of bad will creep in with the good. Lying about the house, these tainted periodicals and books are easily accessible to the adolescent and are insidiously attractive.

Fleege, in his work entitled Self-Revelation of the Adolescent Boy, inspected what percentage of the adolescents' habitual reading matter is by and large unobjectionable, and found that scarcely 60 per cent fits into this category. Nearly half, therefore, of the boy's reading is likely to have a harmful effect upon him. Fleege further comments (p. 242):

"Thus even in high school we see the branching out of the roots of a reading habit

^{*}Sacred Heart Convent, Elmhurst Drive, Cedar Rapids,

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which is proving to be one of the greatest tragedies of our nation, the prostitution of brain power as witnessed by the millions who waste time, effort, virtue, and intelligence mulling over the vapid experiences of immoral heroines alluringly portrayed in picture and in print in the stream of frivolous, if not downright pornographic, magazines pouring forth from America's presses and newsstands."

As Father Kirsch points out, "We are part of all that we meet in our reading. Everything we see, read, feel, or experience is stored in our subconscious memory, ready to be used as a weapon for or against us, depending upon whether what we saw. read, or heard was wholesome or not."

Sister Mary Corde Lorang, O.P., corroborates this statement. In her dissertation, *The* Effect of Reading Upon Moral Conduct and Emotional Experience, she found an extremely high correlation between reading matter judged by competent adults to be fit or unfit for adolescents and the effect reported by the adolescents themselves.

We do not wish to imply that the home is entirely or even largely responsible for the presence of objectionable literature. Of far greater concern are the omnipresent magazine counter and the racks of pocketbook editions in ever increasing number and variety. They are inescapable. Garishly displayed, they vie for the small coins in every boy's pocket, making extravagant promise in unseemly adjectives. The very fact that the contents generally fail to fulfill the promised excitement stirs up a hunger and a craving that lead the boy ever deeper into the morass. No longer needing incitement, he begins to search for pornographic material and is all too successful in finding it.

The Fight for Virtue

This is the enemy we must oppose. We are faced with a titanic struggle over a priceless objective, the immortal souls of our students and, indeed, of their posterity. To win we must exert ourselves energetically and match the enemy's wiles with every resource at our command. It is not too much to state that the very structure of the reading program in our schools must be drawn up with the view to fix firmly in our pupils' minds the desirability of reading what is wholesome and salutary. Appeal to duty or moral obligation or some remote benefit is not enough. We must make the reading program attractive and practical for the pupils' immediate needs.

Hence it is necessary for librarians and teachers to think not so much in terms of authors, but rather in terms of the life situations which these authors present in their books. In this connection W. W. Charters, in *The Teaching of Ideals*, states:

"In literature the reader will find a surprisingly large number of suggestions about



This School Has a Real Library

Here is the library at Sacred Heart School, Syracuse, N. Y. Each year the parish Holy Name Society sponsors a fall festival which raises about \$500 for the purchase of books. At the request of the pastor, Rt. Rev. Msgr. Casimir Piejda, the school has a full-time librarian with 18 semester hours in library science. She has charge of 4500 books and magazines, a movie projector, filmstrips, records, and a collection of pictures. Faculty and children have access to the library every day between 8 a.m. and 3:30 p.m., and classes come in groups 45 minutes a week. The faculty of the school consists of 19 Felician Sisters with Sister M. Celine as superior.

what to do in specific situations if one wishes to exemplify certain traits. Histories are full of incidents in which men possessing certain qualities of character were faced by situations and subsequently performed actions which embodied the principles that dominated their lives."

Current Life Situations

The literary dissection of so-called classics, which all too frequently forms the basis of our high school courses, is a practice we must shun. It is avoided instinctively by good teachers, by those who have a true appreciation of what makes a book great. If, instead, we point out how life situations compare to those met by our pupils in their daily environment, how problems are met and obstacles overcome, we shall find little difficulty inducing our boys to read great books. According to Carl Van Doren:

"Not the least virtue of a great book is that it is active all the time; it works and plays tirelessly so that our attention following its progress is steadily on the stretch. It is easier to read than the relaxed and vacuous book, because it is more continuously worth while. Many men have found it so. That is why it is a classic."

Dressing the Classics

The objection is all too prevalent that our pupils hate to read, especially the classics. That objection is hardly correct. How, otherwise could we account for the obvious popularity of those same classics when presented pictorially in Classics Illustrated? More correctly stated, our pupils hate to read the fine print and the unattractive pages that make up the format in which the classics appeared years ago. These obsolete books still gather dust on our library shelves despite the numerous new editions which are a delight to read and handle.

Obstacles to Desirable Reading

Again, it is a frequent experience that students lose interest in a worth-while book because the library has only a single copy. Thus the book's influence is decreased, if not nullified, by shortsightedness or by a niggardly policy. On the other hand, teachers choose an indolent and a reprehensible course of action when they send entire classes to the library in search of the same book.

Apart from the excellence of books is the pupil's ability to read. A vast number come to high school and are graduated from high

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school without having mastered the mechanics of efficient silent reading. It is quite natural that a boy doesn't like to read if he sees but one word at a time, if he digresses and retrogrades, if he still moves his lips to pronounce each word.

Yet one can train the boy to read with rhythmic sweeps, a broader eye span, and can speed up his reading to several hundred words a minute without loss of comprehension. No elaborate reading clinic is necessary, so long as the boy has normal intelligence and eye-sight.

Teach the Reading of Periodicals

Finally, if the present generation is going to do most of its future reading from magazines and newspapers, why shouldn't we teach them while in school what to read in magazines and how to appreciate the better kind of periodical literature? The essential is that our vitalized literature classes, conducted with broad understanding and with a view to life situations, based upon the teacher's personal appreciation of the reading matter and its application, will become a real influence in the formation of Catholic gentlemen.

news, because children assimilate only what is correlated with their own experience; hence, the basic publication on which the discussions are to be based should be selected according to the age, education, and experience of the students. The Register, Our Sunday Visitor, the diocesan official weekly, America, etc., may be beyond the intellectual range of the class; then, appeal could be made to the excellent publications of George A. Pflaum: Our Little Messenger, the Junior Catholic Messenger, the Young Catholic Messenger

INTERPRET CURRENT EVENTS

Brother Basil, F.S.C.*

Our Materialistic World

Did you ever stop to think that we are living in a moral atmosphere not very different from that in which the first Christians lived? The examples we witness, the conversations we hear, the newspapers, magazines, and books we read, the graphic illustrations we see, the entertainments we enjoy, the voice of the radio, of television, of the theater are impregnated by materialism and secularism, and yet, by the grace of our baptism, we are called to live on the supernatural plane, to strive toward and attain sanctity.

Since neither the teacher, nor the great world-wide influence of the Catholic Church, can change thoroughly this milieu, let us, in imitation of St. Paul, and of the other Apostolic missionaries, teach our pupil to see and read this naturalistic pagan world, under the guidance of Divine Providence.

Students Need Guidance

While the science teacher is provided with a laboratory, where the principles of the textbook and of the lessons are rendered concrete. and their actual application demonstrated, the theological principles we impart to our students during the religion class often are left in the theoretical stage, their actual applications and working, in daily life, are not concretely demonstrated. However, there is no human activity that is not the direct or indirect application of one or several of these principles. Unless our students be guided through the maze of personal, social, national, and international events reported in the press, they will not only fail to see them under the light of Catholic philosophical or theological guidance, but, there is danger that they will progressively become confused, and wonder whether the teachings of Holy Scripture, of Catholic philosophy and theology, the encyclicals of the Popes, and the pronouncements of the Hierarchy are really applicable to actual life. Their minds will be gradually invaded by the spirit of secularism.

Objectives in Teaching Current Events

These objectives are thus stated by the Commission on American Citizenship of the Catholic University of America: "The objective of definite training in the study of current news may be formulated in terms of these six abilities:

- 1. To select news of more than ephemeral importance.
- 2. To form judgments upon the truths of the news presentation.
- 3. To relate specific events to general trends.
- 4. To associate current news with the learning experience of the curriculum.
- 5. To interpret current events according to principles of Christian philosophy.
- 6. To associate Christian virtues with the solution of American social problems.

"Thus, under the teacher's guidance, the current-affairs class can be made a proving ground for the practice of social virtues."

In developing these abilities, the teacher will be both instructing and inspiring the students to apply right understandings, attitudes, and habits to the study of current affairs as one of the broadest bridges between school learning and out-of-school living; thus, he will perform a service in co-operating with the family, the Church, and the community to guide the student's growth in Christian living.

Grading of News

It is the function of Catholic periodical literature to grade and interpret current events in the light of Catholic principles. Grading is essential for the proper presentation of

Guiding Social Principles

The document mentioned above states the guiding social principles that should be used in the interpretation of current events as follows:

- 1. The dependence of man upon God.
- The individual dignity of every human person.
- 3. The social nature of man.
- 4. The sacredness and integrity of the fam-
- 5. The dignity of the worker and his work.
- The material and spiritual interdependence of all men.
- 7. The obligation of all men to use the resources of the earth according to God's plan.
- 8. The obligation of men to share non-material goods with one another.
- 9. The obligations of justice and charity that exist among people and nations.
 - 10. The unity of all men.

That the teacher may understand thoroughly these fundamental principles, he must study, not only Catholic philosophy and theology, but be well grounded on the social encyclicals of Leo XIII, Pius XI, and Pius XII.

Methods of Studying Current Events

No method will be satisfactory, unless the teacher, after a comprehensive study of local circumstances, finds the most efficient way of attaining his object. Certain methods have, however, been used with varying success. In general, these methods are three:

- 1. The specific weekly period of study and discussion.
- 2. The integration of current events with established courses, such as history, geography, science, English, and citizenship.
- 3. The combination of methods 1 and 2. The first method may use: the straight report, the debate, panel procedures, or the three of them interchangeably.

The integration method requires that the teacher refer the news and their interpretation to his weekly schedule of classes.

Whatever method be used, to be efficient, it is most important that it fits local circumstances; if the results attained are not satisfactory, the teacher should question whether a change of procedure would not produce better results.

^{*}Hanson Memorial High School, Franklin, La.

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The Calendar for November

The meloncholy days are come, the saddest of the year

Of wailing winds and naked woods, and meadows brown and sear.

-Byrant

Nov. 1. Feast of All Saints, holyday of obligation. Today we honor all the saints in heaven, whether they have been recognized by canonization or not. The Litany of the Saints contains only a few of them.

Nov. 3. All Souls' Day. Since November 2 falls on Sunday, this year, the commemoration of all the faithful departed is observed on November 3. The children should learn to observe all the customs we have in behalf of the poor souls.

Nov. 15. St. Albert the Great, Bishop, Confessor, Doctor of the Church. The Christian Life Calendar says: "St. Albert (1205–1280) did about as much as any man to advance study. He was an authority on physics, geography, astronomy, mineralogy, chemistry, and biology. He debunked various fables current during his time. He studied the science of the saints, too, and became one." That ought to make him a patron saint for every student.

Nov. 30. First Sunday in Advent, Happy New Year. This is the beginning of the Church year.

SPECIAL EVENTS

Nov. 1-9 is National 4-H Club Achievement Week, sponsored by the Extension Service, U. S. Dept. of Agriculture, Washington 25, D. C.

Nov. 4 is General Election Day. Tonight or tomorrow we shall know who will be President of the United States for the next four years. Some classrooms will wish to hold. "an election" today. The pupils should learn how to cast a ballot, and especially, they should understand the importance of voting. They should know, too, what is fair and unfair competition by politicians.

Nov. 9-15. American Education Week, sponsored by the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.; the U. S. Office of Education, Federal Security Agency, Washington 25, D. C.; the National Council of Parents and Teachers, 600 South Michigan Blvd., Chicago 5, Ill.; and the American Legion, 1608 K. St., N.W., Washington 6, D. C.

The Department of Education of the National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C., has prepared a bulletin of suggestions for the observance of American Education Week in Catholic schools. The daily topics suggested are: Nov. 9, Their Church; Nov. 10, Their Homes; Nov. 13, Their Country; Nov. 14, Their Opportunity; Nov. 15, Their Future. The N.C.W.C. bulletin suggests assembly programs, exhibits, etc.; and recommends especially co-operation with public schools in community celebrations when feasible and the invitation of public school people and the public in general to attend the Catholic celebrations. Take advantage of this opportunity to publicize the work your school is doing for the community.

Nov. 11 is Armistice Day. Let's observe it by praying for peace in this topsy-turvy world.

Nov. 16-22 is National Children's Book Week, sponsored by the Children's Book Council, 50 West 53 St., New York 19, N. Y.

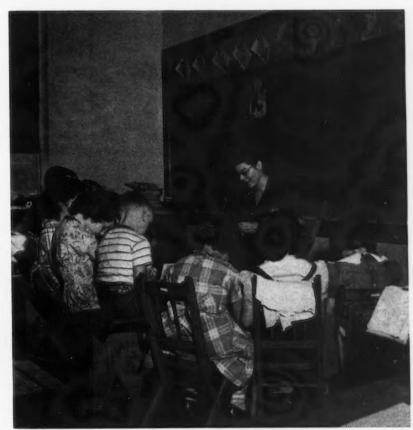
While Catholic Book Week is now observed in February, still Catholic schools are giving some recognition to this general book week in November.

Nov. 24-Dec. 25. National Christmas Seal Sale, sponsored by the National Tuberculosis Association, 1790 Broadway, New York 19, N. Y., and local branches. The sale of these one-cent seals is the principal source of income for the Association which has done marvelous work toward stamping out the scourge of tuberculosis.

Nov. 27 is Thanksgiving Day. "Gratias Agamus Domino Deo Nostro. Dignum et justum est." Today the President of the United States says to us the same thing that the Church says every day of the year. Tell the children that Mass should come first; then turkey and cranberry sauce.

November's sky is chill and drear November's ear is red and sear.

- Scott



- Eva Luoma Photos

Observing American Education Week.

Catechism Stories Rev. Lawrence G. Lovasik, S.V.D.*

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A Word by the Editor

Father Lovasik, a missionary of the Society of the Divine Word, has prepared this series of stories to illustrate the lessons of the Baltimore Catechism.

There is a story for each question in the Catechism. The question illustrated is indicated before the story. The first number refers to Baltimore Catechism No. 1 and the one in parentheses to Catechism No. 2.

This installment consists of the stories for the second Catechism lesson; those for lesson one appeared in the October "Catholic School Journal."

The stories for each lesson are preceded by a very brief introduction on the general subject of the lesson. Each story is followed by the author's application of the story to the truth defined or explained in the question and answer in the

The author's manuscript has the Imprimatur of Most Rev. John Mark Gannon, Bishop of Erie, Pa.

LESSON TWO GOD AND HIS PERFECTIONS

INSTRUCTION

God is above all creatures. He does not owe His existence or life to any other being. He has all perfections or good qualities without limit. God always was and always will be. He always remains the same. He is also all-good, all-knowing, all-present, and almighty. He is all-wise, all-holy, all-merciful, and all-just.

You know that there is a God because your reason tells you so. You know that the world you see about you could have been made only by a Being who is all-wise, almighty, and needs no one else's help to exist or live. You also know that there is a God from the truths which God Himself has revealed to you. These truths are found in the Bible and in the writings of the Fathers of the Church. The Fathers, or early writers of the Church, put into writing the truths taught by Christ and His Apostles which were not in the Bible.

QUESTION 8 (8)

ST. FELICITAS

In the second century there lived a saintly widow by the name of Felicitas. She and her seven sons were stanch Christians. Despite decrees against the faith, despite the threat of death and dire punishment, Felicitas and her boys practiced their faith openly and fervently. Their example won many to the cause of Christ and angered the pagan priests, who complained to Emperor Antoninus that this family was drawing many from the worship of the gods; hence the gods were displeased. The gods could be appeased only when this mother and her sons would sacrifice

Privately and publicly the Roman officials coaxed, bribed, and threatened Felicitas and her sons. To no avail. To their threats and promises the courageous mother replied, "My children will

live eternally with Christ if they are faithful to Him; but must expect eternal death if they sacrifice to idols."

Turning to her sons, she exclaimed, "My sons, look up to heaven, where Jesus Christ with His saints expects you. Be faithful in His love, and fight courageously for your souls."

One by one before the very eyes of their mother, the sons were put to a cruel death. At last she, who suffered the pain of bringing them into the world, and the pain of ushering them into eternal life, also was beheaded four months after her first child had been put to death.

Application

St. Felicitas and her sons acknowledged only one God who is the Supreme Being. They would sacrifice to no other God. In defense of this belief they were generous enough to give their very lives in sacrifice to the only true God who is above all creatures. The thought of heaven and the eternal possession of God gave them the strength they needed.

QUESTION 9 (13)

HOW OLD IS STALIN?

Some Catholic Eskimos paddled over to Siberia one day and asked a few questions of the Siberian people.

"Who made you?"

The answer came at once: "Stalin made me."

"And who made the world?"

"Stalin."

"And who made the sun and the moon and the stars?"

"Stalin."

"And who made the big whales?"

"Stalin. Stalin made all things, and he takes care of us in everything."

The Eskimos then asked a simple question, "Did your grandfathers have whales and fish and seals?"

"Of course," came the answer.

"Well, how old is Stalin?"

"Oh, about 70."

"Well then," came the triumphant answer, "who made the whales and the fish and the seals before Stalin came into the world?"

Application

The Communists put Stalin in the place of God. Many children have been taught to say a prayer like the Our Father to Stalin. But Stalin and all others like him had a beginning and will disappear from this earth. God in heaven always was and always will be. He is eternalwithout beginning or end.

QUESTION 10 (15)

THE WISE MAN, THE ANTS, AND GOD

A wise man saw from the shore a wrecked ship. He knew that the crew and passengers had all been drowned. He began to say to himself, "God is not just, because for the sake of one bad man he has allowed so many innocent persons to die."

As he stood there thinking, he found himself surrounded by a whole army of ants, near whose nest he was standing. One of them climbed up and stung him, and he at once began to trample them all to death with his foot.

^{*}Sacred Heart Seminary, Girard, Pa.

As he left the place, he thought to himself, "I was just condemning God; now I myself have killed these ants because one stung me."

Application

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You sometimes wonder why God lets innocent people suffer and lose their lives when wicked people seem to have everything they want. God knows why He permits evil to happen. You have no right to judge Him who knows all things - past, present, and future. And vet you often do the very thing you condemn in God.

OUESTION 11 (16)

LOOKING INTO THE SUN

In a friendly chat between a college professor and a Newman Club chaplain, the talk, as usual, turned to religion. Among other things the professor said, "You Catholics believe that your God is everywhere. You say He is all around us. Show Him to me, will you?"

"God is everywhere," the priest replied, "but we cannot see Him. The unprotected human eye cannot stand His splendor."

But the professor persisted. He wanted to see, or he would

"Suppose we begin," suggested the priest, "by trying to look at one of the things God has made."

The professor agreed. They went out into the open air. The priest told the professor to look up at the sun, now in all its midmorning brightness. The teacher tried, but quickly turned his face away, and complained, "I can't look directly at the sun; the light is too dazzling."

The priest smiled. "If you can't look into the face of one of God's creatures, how can you expect to look upon the undimmed glory of the Creator?"

God is a pure spirit; yet He is just as really a Person as you are. He is supreme, that is, above all, unlimited, independent, free, and perfect. He exists of and by Himself. He comes from no one; He needs no one. God has all good things without limit. This Supreme Being is everywhere, but you cannot see Him. The unprotected human eye cannot stand His splendor.

QUESTION 12 (18)

THE GOOD BOY SCOUT

A woman selling newspapers was caught in a gust of wind, and her papers were torn from her grasp. A boy scout ran forward and picked them up for her. As he handed them to the aged woman, she said to him, "You are a gentleman."

Catechish Stories

"No, I'm a scout," he replied.

"What is your name?" asked a banker who happened to be nearby and had seen the good turn.

"That would spoil it. Good night, sir." And the modest boy scout disappeared.

Application

The boy scout was not interested in getting any praise or reward from people for what he did. He knew that God saw the kind deed. Perhaps you leave many good deeds undone because you forget that God is present to see you. Maybe you commit sin because you forget that, even though no one else sees you, God does. Just as the boy scout was kind to the aged woman, so too God is kind to you, moment after moment, and watches over you with loving care.

QUESTION 13 (20)

A CONVERTED SCIENTIST

Kirchner, a famous astronomer, had a scientist friend who did not believe in God. While visiting Kirchner one day, this friend admired a model of the solar system that stood upon a table. By turning a handle the planets could be made to go around the sun, each in its own path.

"Very clever! Who made the model?" asked the scientist. "Oh, nobody!" answered Kirchner.

"But tell me, I want to know. Who made it?"

"I just told you. Nobody made it. It just made itself."

The friend began to see the point, and said, "I see, you are trying to be funny,"

"Isn't it rather you that is funny?" replied Kirchner. "You can't believe that this little model made itself, and yet you can believe that the real sun and moon and stars, the whole vast universe, came into being somehow without any Maker!"

His friend went away rather thoughtful, and later changed his

Application

God never had a beginning; He always was. He will never have an end. He is the highest Being. God made all things. They did not make themselves. He is almighty. Think of God as you look at the sky, the stars, the sun, trees, flowers, lakes, and all created things. If they are so beautiful and wonderful, how beautiful and wonderful must God be who made them!

PLAYLET FOR THE MISSIONS

(First Grade)

Cecil Ferguson Parlett*

Chorus

Ev'ry night a little dream boat Goes sailing 'cross the sea. Sometimes it sails to Africa Carrying you and me. It calls to children "All aboard," [child dressed like a boat] Now hurry, don't be late.

Please close your eyes, you may not sail, If you're awake.

Boat

I choose you to be the Captain Right here is your small crew, The fare is prayer for many souls And a penny or two.

Captain

Ship ahoy - How many sailors? I needn't count to see That here there are more sailors Than on the sea of Galilee.

Chorus

Our sea is bright with loving hearts

Our cargo - Sacrifice, Away we sail, to give, and give, Everything that is nice.

Sailor

In the morning we'll drop anchor At the port of Mission Zeal, Both at home and in our schoolwork All things will bear His seal.

Chorus of Sailors

Someday as missionaries We'll know just how to go, For we sailed there in the dream boat Many years ago.

*Haddon Hall, Atlantic City, N. J.

No

Election Time in Grade School

A Practical Lesson in Citizenship

Sister Marie Leone, I.H.M.*

"Sister, may we have a class election for president? You let the eighth grade have one last year," said Jeff enthusiastically.

"I'll make the ballots," offered Edward. "Please, Sister, it will be lots of fun."

"Boy, oh boy! I hope the Republicans win!" exclaimed James.

Then and there I decided to let them carry the project through, realizing how effectively it could impart valuable training in practical citizenship.

In this unit, the teacher should aim to have the students learn enough about the American system to enable them to vote intelligently. Therefore, she ought to be systematic in developing the necessary topics. Using the Constitution, she ought to begin with the method of selecting the president. The fact that the president is not elected directly by the people will be somewhat of a shock to many pupils. Discussion following this discovery will turn naturally to the electoral college. The Constition will again provide the needed information. Here it will be necessary to explain the original purpose of the electoral college, that its members should employ discretion in their choice of the president. Hence, in the early elections, only a very light vote was cast for the electors. The practice of allowing the people in the popular election to name the candidates for whom the electoral college are to vote began with the election of Adams and has continued to this day. This transferred the interest from the voting of the electoral college to the popular election of the electors, which is in reality the election of the presi-

Why the Electoral College?

At this point, the class should be directed to the manner of selecting the electors themselves. This will lead to an explanation of the general and district tickets. The instructor must show that the use of the general ticket, in spite of the superiority of the district method, is responsible for the difference that occurs at times between the electoral and the pouular vote.² Quite naturally, the question will arise: Why have an electoral college? Why not have the president elected by the direct vote of the people? This will provide

an excellent opportunity for the teacher to emphasize the civic obligation of every citizen, to be alert and intelligent in his citizenship, to demand needed reforms in the government, and to persist in these demands until they are granted in the form of competent legislation.³

Remember the Primary

Next in order should come the direct primary. The teacher cannot stress too much the importance of voting at primary elections, since this civic duty is, by far, the most neglected. The class will be amazed to discover that by concentrating on the primary where a few votes often determine the results, political bosses can gain control for their own selfish interests.⁴ In this way, a great number of the candidates for public office are selected in the interest of professional politicians, party bosses, and big business. An alert citizenry can prevent this by intelligent voting at the primaries.⁵

The Party System

In connection with party bosses and professional politicians, the teacher ought to launch the class on a veritable sea of discussion on the party system. It will be discovered that practically every child is guided in his choice of a party by his parents. This is to be expected, yet an embryo citizen ought to face the fact that blind and rigid adherence to any party is certainly not intelligent citizenship. The pupils should see the party system as a natural outcome of the need for organized action in the selection of public officials and in the formulation and promotion of policies on public questions; also that the high development of the system in the United States results from the large number of positions and other opportunities for gain that can be controlled through party organization.6 By means of their textbook, they can trace the present Democratic and Republican parties back to their beginnings, learning at the same time the names and roles played by the various minor parties which have appeared from time to time.

In this discussion of the party system, con-

siderable time can be spent profitably on machine politics, where the main interest of the typical politician is in jobs, contracts, campaign contributions, and other means of financial gain for himself and his fellow workers. The pupils will listen avidly to excerpts from the book, Plunkitt of Tammany Hall, which makes use of the frank disclosures of George Washington Plunkitt, a politician belonging to the famous Democratic "machine" of New York City in the early 1900's. It must be shown that not all politicians are of the type iust described, however. Many men who enter politics do so from a love of the game, an ambition to become famous, a desire to serve the public, or from a combination of some or all of these motives.7

The Australian Ballott

The last topic to be treated before the class actually carry out the project of voting is the Australian ballot. To introduce the subject, let the students trace the history of vote casting from oral voting, through party ballots printed on differently colored paper. down to the Australian ballot used in presentday elections. They will be interested to learn that the Australian ballot is so named because it was first used in Australia. If at all possible, obtain real sample ballots for class use. In the event that this cannot be arranged. smaller-sized partial reproductions previously mimeographed will have to serve the purpose. These should be in the same party-column arrangement as the actual ballots. Call attention to the two defects in the ballots, namely, the length and the party-column arrangement now in use in thirty states.8

The class will now be ready to hold the election. Make this as realistic as possible, obliging all pupils to register beforehand at some appointed time and place. Provide one or two simple voting booths, either by means of folding screens or sheets cutting off a corner of the room. Recruit the usual officials in charge from among the students themselves, and conduct the whole affair in typical election-day style. Needless to say, the pupils will enjoy this part of the unit immensely. The election will mark the accomplishment of the teacher's first objective, to provide her pupils with sufficient knowledge to vote intelligently.

What Does This Mean?

The remaining lessons should impart ideals of practical citizenship. Students ought to realize that the American system needs to be perfected, and that the perfecting depends on the people as a whole. As a summary of the unit, the following list of the principal defects may be helpful:

- 1. The inefficiency of the electoral college.
- 2. The drawbacks of the general ticket.

³Mother M. Bernadette, "Education for God and Country," CATHOLIC SCHOOL JOURNAL, 44 (Jan., 1944), 2

⁴J. E. Morgan, The American Citizens Handbook, Na

^{*}St. Matthew School, 5970 Audubon St., Detroit 24, Mich.

^{2S. D. Fess, Political Theory and Party Organization in the United States, Ginn and Co., Chicago, 1910, p. 124. ²Ibid., pp. 425-427.}

E. Morgan, The American Custems Handbook, National Education Association of the United States, Washington 6, D. C., 1946, p. 22.
 Eldridge and C. Clark, Major Problems in Democracy, The Century Co., New York, 1928, pp. 551-552.
 9Ibid., p. 523.

[&]quot;Ibid., pp. 505-510.

8"Streamlining Election Machinery," Senior Scholastic,
49 (Oct., 1946), pp. 10-11.

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3. The control of the primaries by professional politicians.

4. The length of the Australian ballot and its party-column arrangement.

5. The selfish interests of many public officials.

6. The great indifference of 40 per cent of the American voters.9

Analysis of these defects will show that their correction would be simple, if all citizens could be persuaded to vote intelligently at every election, primaries included.

In order to vote intelligently, voters must learn as much as possible about the character of each candidate. Some pupils will think the newspaper and radio, the only sources of civic intelligence. Others, more enlightened, will suggest such means as: attendance at public meetings, reading public reports, visiting public institutions, and talking with public officials.10 If properly directed, students will conclude for themselves that party membership alone should never be the deciding factor when casting ballots, that an intelligent citizen will know the man for whom he votes. They will realize, too, the responsibility that rests upon the voter for the character of the government.

Public Duties

Another important objective of civic re-

9lbid., pp. 10-11.

10Howard C. Hill, The Life and Work of the Citizen, Ginn and Co., Boston, Mass., 1935, pp. 286-288.

sponsibility demands development here, that of preparation for civic service and a willingness to accept its responsibility. In a poll of public political opinion taken by the National Opinion Research Center in 1944, 69 per cent of the parents taking part did not want their sons to select politics as a career, 50 per cent of them giving as their reason, the difficulty of remaining honest. Likewise, only 14 per cent of the American high school students who took part in the Institute of Student Opinion survey conducted by the Scholastic Magazine in the same year considered politics as a possible career.11 This deplorable selfishness and lack of generous lovalty to the best interests of our great country can have but one result, namely, that the majority of public offices will be held by men who are not the nation's best, either intellectually or morally. The affairs of government in this case will inevitably be tainted by the inferior quality of its

Enthusiasm is contagious, and the ideal of devoted service to one's country will be imparted by the teacher to her pupils. Even eighth graders can be made to realize that the people's rights need protection from domestic as well as foreign foes; that loyalty to our democratic ideals constitutes our strongest weapon against these foes.¹²

WE ARE THANKFUL A Visit With the Spirit of Thanksgiving

Sister Ann Marie, D,C.*

Reader:

The following skit takes place very close to Thanksgiving day. A group of sixth graders on their way home from school are discussing the latest happenings at school and at home. Let's listen in and see what's going on. Bill:

I'm not going to stop at the practice field for football today, boys. I'm going on home to see if I can fix up my old motor for my plane. I thought Dad was going to get me a new motor for Thanksgiving, but he says I've got to learn to appreciate things more and take better care of them. He thinks the one I have is still pretty good. That new motor down in McCoy's window surely is super! Dad just doesn't understand. But there's no use arguing; he means what he says.

*St. John's School, Shreveport, La.

John

My dad's the same way. He says my old bike is plenty good enough for another year. He thinks that children in America are millionaires compared with the children in some parts of the world. Selfishness, according to Dad, is something we have to shun as though it were a disease.

Mary:

Our parents must be getting together! Last night when I asked Mother for a new cheer leader's uniform, the kind with the gold initials on the front, she said, "Mary, it would be very wasteful to buy a brand new outfit when the one you have is almost new." I wonder what's going on.

The Spirit of Thanksgiving:

May I interrupt your conversation? I just couldn't keep quiet any longer.

Bill:

Who are you?

Spirit:

I am the Spirit of Thanksgiving. I heard what you were saying and thought perhaps I could throw some light on the subject, since your topic belongs especially to me. Your parents aren't being unreasonable at all. They're trying to teach you the real meaning of life.

We'll walk along together, and I'll explain as we go, so you won't be late getting home. John:

You mean you can explain why they have been acting so queerly?

Spirit:

Well, I think I can make you understand why they have said these things and then you won't think them queer at all.

First, I want you to meet some children in other lands. I'll get some of my helpers to go to different countries of the world and bring them right here to you in one of my space ships and then we'll zip them back home before their mothers even miss them. Now by the time you have counted to ten they will be here.

age from Korea, the Belgian Congo, Germany, England, and Russia. They all know me. You see, this isn't the first time I've called on them to help me.

"Hello, everyone. I am going to let each one of you help me to answer some questions that have been bothering your American neighbors. We shall begin with Taesun. Taesun, tell us something about yourself.

There isn't much to tell, sir. Before the war, I was very happy with my parents and brothers and sisters on a small farm in Korea, but the Communist soldiers came; they burned our home and took all the food we had saved for the winter. After that we had to live in the hills and eat berries or whatever else we could find. I used to get very hungry until the American soldiers brought us food. All the children tried to show that they were grateful by running errands and doing little jobs for them. One of the soldiers gave me some beautiful little balls. He called them marbles. See, I have one in my pocket! Today there are many, many things that make the people in Korea sad. Our people are hungry and afraid of the Communists. There are not enough hospitals and doctors to take care of all the sick and wounded. The Americans give us medicine whenever they have it, and we are very thankful.

Spirit:

I am sure you are, Taesun. Now let's hear from Kimby.

Kimby:

I am from the Belgian Congo, sir. The American boys and girls are very lucky to

 ^{13&}quot;Streamlining Election Machinery," op. cit., pp. 10-11.
 12B. J. Sheil, "Education for Democracy," Catholic Mind, 42 (March, 1944), p. 129.

have schools and libraries where they can learn so many wonderful things. We do not have schools and books, so it is very hard for us to learn about the world. Very few of our people know about the past and what is going on in the world today. Our parents teach us what they can remember. But very often they are too busy to talk with us about such things. Recently, some kind missionaries came to our village to teach us to read and to write, but they will not be able to stay long as there are many other villages to be visited. I shall never forget what they have taught me though. They told us wonderful stories about America. I liked the ones about your schools and the games you play best.

Spirit:

We are going to see that many missionaries and teachers will be coming to your village before long, Kimby.

Now Hilda, you surely must have something interesting to tell us.

Hilda .

I am from a little fishing village near Hamburg on the northern coast of Germany. My two brothers and I live with my aunt who has been taking care of us since the terrible war. The soldiers came and forced my father to go and fight in Hitler's army and he has never returned. Mother went to look for Dad when we didn't hear from him anymore. After looking and searching for him three long months she came home without finding him, and she has been very sick ever since. We get very lonely at times but Mother has always told us to be brave, to trust God and to thank Him, especially for sparing our little village during the war. I do hope that Mother gets well before spring, so we can move back to our little cottage. When the flowers are blooming, our garden looks like a giant rain-

Spirit:

You are a brave little girl, Hilda, and we hope that your mother will be well soon.

James, we haven't heard from you.

James

I am from the city of Leeds, the center of the woolen industry in England. My father is a supervisor in one of the factories where the wool is made into yarn. There are many people working in Dad's division. When I grow up, I am going to help him. Dad says that the best way for me to help him now is to take care of my clothes and toys so that they will last longer. Our country still owes a big war debt and many things are still expensive and hard to get. Some foods are especially scarce. We have meat only once a week so that there will be enough to give everyone a small piece. However, the people in our city are much luckier than the people have been in other parts of England.

Spirit

Thank you, James. Now here is Laura from Kursh, in Russia. Go ahead, Laura, tell us about your country.

Laura:

Oh, sir! All of my neighbors here seem to have forgotten the most important thing of all - the freedom to think for oneself and to love and serve God. In Russia no one dares to say what he thinks about the government or about anything else. We have to think what the government tells us to think. It has been so long since some of us have been to church that we can hardly remember what it was like. Many of the younger children do not even know that there is a God. When they start to school, they are taught that Stalin is the one from whom all good things come. Children are not kind to one another because they do not know that Christ came on earth to teach us to love one another for His sake, and that He died on the cross so that everyone could go to heaven. Those of you who can worship God as you wish should be very grateful. Freedom is such a wonderful thing!

Shirit

Indeed it is, Laura. Now it's time for all of you to get back to your homes across the seas before someone misses you.

Foreign children: Good-by, sir. Good-by, everyone.

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Now, I wonder if any of my American friends can tell me why I wanted you to hear the stories of these children.

Bill

I think we all do. It was to make us realize how selfish we are when we want the best of

everything all the time and that we take for granted too many of the privileges which we enjoy as Americans. I'd feel like a heel asking for that new motor now.

John:

What about me? Here I am fussing for a new bike when some kids don't even have enough to eat. I'm going straight home and tell Dad that the old bike is plenty good enough for a long time. I'll just give it a new coat of paint and it will be as good as new. No more grumbling from me.

Mary

Of course, the new uniform is out too. Here we are taking advantage of all the privileges enjoyed by those who live in a democracy without doing anything to show that we are grateful or to help to keep it what our forefathers meant it to be. I remember now that our teacher once said that it was selfishness and greed that destroyed the freedom of the people in Europe. We must learn the true meaning of freedom while we are young so that we may be worthy citizens of our country and prepare ourselves to be citizens of God's eternal kingdom. I think each of us can add several things to his list of things for which he must thank God every night.

Spirit:

You have learned your lessons well. Please do not forget them. It's time for me to be on my way now.

Reader:

Before you go we'd like you to hear a song which we think will please you and which now has a new meaning for us.

[Any patriotic song may be used.]

A Laboratory Approach to Arithmetic

Cropley Andrew Phillips*

Can one teach a sixth-grade arithmetic class in such a way that every boy and girl will put forth his or her best effort?

Not every member of my sixth-grade arithmetic class at the Altamont (Illinois) Grade School put forth their best effort all the time during the school year 1950-51. Such an outcome would be something too great to expect of any school year. The great majority of my class, however, did put forth a great volume of effort during the greater portion of the school year and accomplished much as a result. The method used was one involving the application of the laboratory concept to the teaching of arithmetic.

What Is a Laboratory?

One thinks of a laboratory as a place where scientific experiments are conducted. Such a definition is part of the reason why an attempt was made to create an arithmetic laboratory in my class. It is important for any teacher wanting to make such an attempt that the experiment idea be kept in mind. It is necessary to consider a laboratory as a place where scientific conclusions are reached.

The material worked over in the arithmetic laboratory is the material found in any sixth-grade arithmetic course of study. The conclusions reached are reached because of ability in understanding and applying the principles of arithmetic. It is the development of this

^{*}A teacher in the public schools of Wilmette, Ill.

ability that is the aim of laboratory instruction in arithmetic. This method can be used with an average class of students.

The Place of Explanation

In explaining each new block of work, effort was made to put across basic meanings. A period of such explanation preceded periods of laboratory work and it was noteworthy that interest in new work increased as this policy was followed with more and more new blocks of work.

Particularly was this interest noteworthy during the latter portion of the school year. On more than one occasion during April and May I came into the sixth-grade room to start class and found the boys and girls putting problems on the board in preparation for the laboratory work.

It was found also that there was need for a minimum of explanation as the year wore on because of the eagerness of most of the students to be at the working of new problems in the class laboratory. They were intensely desirous to be able to learn from experience.

Organization of the Class

Homework is not necessary under the laboratory method if proper use is made of the period devoted to explanation. It is suggested that a minimum amount of time be given to explanation at the beginning of each laboratory period in the case of an average class and that only one problem or example at a time be given laboratory treatment. This was not necessary in the Altamont experiment, at all times.

A group of class members take a group of problems or examples to the blackboard on a laboratory day. Each class member works out one problem at the board and sits down as soon as it is completed. The class members not going to the board work out the same problems at their seats.

When the group at the board has finished its work, each individual member who was working at the board explains what he or she has done. Each of these students is expected to apply the principles of arithmetic being studied to the particular problem worked.

The idea of the laboratory is embodied in the trip to the blackboard and the explanation to the class of the work done. The individual student is on his own in such a procedure. He must defend what he has done. These things can be done only through sound application of arithmetic principles preceded by sound understanding of such principles.

It was found that superior students gained greatly from the laboratory method because of the chance for individual progress which it offered. Students with less ability gained in self-confidence and were able to do much better work at the end of the year than at the beginning.

Two other practices seemed to contribute to the success of this experiment. Other students were always free to disagree with an explanation and a student having difficulty at the board could call on one other student for help.

Grading

Each explanation of a problem was graded. Effort was made to observe understanding of principles and ability to apply them. The fact that such a close on-the-spot check of actual work was made rendered the method immune to the dangers attendant upon too great a reliance upon the workbook. The workbook may be used as a supplement to the text in a sixth-grade arithmetic class. Its contents can be used to furnish material for laboratory days. It can help only, however, in developing abilities to understand and apply the principles of arithmetic.

The following system of symbols was used. The note following each symbol is an indication of the thinking employed to determine what progress was made in developing understanding and application ability.

X+—Superior—the very best job which a student can possibly do in the handling of a problem or example.

X — Excellent — a job in which ability of high quality has been shown.

X—Very good—a job of high quality but one marked by some mistakes and not quite up to the quality of an X job.

V+—Good—a better-than-average job but one in need of improvement and one in which understanding and application, while good, are not superior.

V—Satisfactory—a job in which understanding and application exist to a passable degree but can stand much improvement. Weakness, while very evident, does not indicate inability to any damaging degree.

V - Fair - a job in which effort has been shown but understanding and application exist only to a very limited degree.

O — Unsatisfactory.

These symbols were posted in a prominent place and their significance explained to the class. All period grades were based on a study of the recitation grades accumulated during the time concerned. Period tests and written assignments were given their due importance but they did not outrank the recitation grades.

Possible Variations of the Method

Competing teams chosen from class members could tackle groups of problems and give explanations of their work to a committee of judges also from the class. Power of veto would rest with the teacher but need not be used too often with a sincere class.

The competing members of the two teams

would be graded as previously described. Each judge would be required to give his or her opinion of the work done at the board by the two teams and reasons to support the evaluation. The teacher would arrive at a fair decision regarding which team had done its work best on the basis of the reports made by the judges and whatever changes were necessary.

Injecting competition would, however, tend to limit the chances of helping poorer students through the method. It was found that slower students were hindered somewhat by a policy of handling too many problems at one time. The number of problems being worked on in the laboratory can be adjusted as needed.

Working on just one problem is not undesirable but would hinder superior students from deriving the most from the method. When it is possible to classify students, it is suggested that class groups be formed and the laboratory method be used within each group. This can be done effectively in a class not too large. The material used in the respective laboratory groups can be adjusted according to the ability of each group.

All variations should keep in mind that there must be a trip to the blackboard and an explanation of work done at the blackboard under the laboratory method. No variation should hinder the efforts of the teacher to observe the understanding of principles evidenced by pupils and their ability to apply them.

Most important, all variations should keep students constantly at work experimenting with arithmetic principles and arriving at arithmetic conclusions.

Summary

It can be said that this experiment succeeded because of the challenge which its use presented to each individual student. This was true of superior and poor students alike. Moreover, it can be said that the experiment developed a method of value because it placed boys and girls on their own with a task which required that they understand and be able to apply the principles of the subject being taught.

It is all important for teachers to keep in mind that experiments and conclusions are both parts of laboratory work. Laboratory work is not play. It is not the busy work which use of the workbook too often invites.

Essentially, the laboratory method of teaching arithmetic is a method designed to bring forth the best effort from the greatest possible number of students in each class in the most effective manner.

More than 1,500,000 high school students hold jobs after school hours. In 1940, the total was only 300,000.

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One of a series of hymns for young children by Sister M. Limana, O.P., 3774 N. 12th St., Milwaukee 6, Wis.

A Guidance Program For Grades V-VIII

Sister M. Veronica, O.P.*

NOVEMBER

Dedication: The Poor Souls in Purgatory.

Aspiration: Eternal rest grant unto them, O Lord, and let perpetual light shine upon them. May they rest in peace.

Hymn: Ye Souls of the Faithful (Basil Hymn Book).

Special Intention: For our deceased relatives, friends, and benefactors.

Consideration: Truthfulness.

- 1. Why do people lie? cheat? Who suffers?
- 2. What would happen if all people told lies?
- 3. Should it be necessary that your teacher or parents keep a constant watch over you?
 - 4. Can one lie without saying a word?

PRACTICE

First Week: To be fair in all my play and honest in all my lessons.

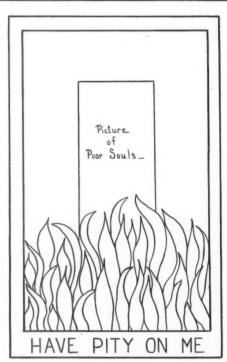
Second Week: To be accurate and exact and to do my very best in each of my tasks.

Third Week: To ask myself often: Do I try to get away with things just because no one is watching?

Fourth Week: To be industrious and anxious to do my allotted tasks.

Special Saint for Study: St. Cecelia

— November 22.



EXTINGUISH THE FIRES OF PURGATORY

The flames are cut from yellow construction paper and pasted on the poster on lower end of flame leaving top of flame free. On each flame is written a virtue or practice to aid the Poor Souls with the number of times it must be performed by the class. When that number is reached, the flame is torn off. The idea is to remove all the flames of purgatory during the month of November.

An Advent Project

Sister M. Rosaire, O.S.U.*

The first grade pupils of St. Francis of Assisi School, Louisville, Ky., gave the Infant Jesus a very hearty welcome on His birthday last year (1951). Each day during Advent they filed up to Sister and whispered the little sacrifices they had made for that day. Sister gave each in turn a straw to put in the crib. As they deposited their bits of warmth each one said, "Jesus, I love You." This procedure took just about five minutes of the religion period. They were reminded to repeat the ejaculation frequently during the day, for instance, as they waited for the others to get their wraps and when they walked through the halls in silence.

On the last day of school before the holidays each child printed his name and put it in a box from which the smallest child in the class drew out the names one by one. The first child whose name was drawn received the honor of holding the Infant Jesus and later of placing the figure in the stable which was, by this time, well filled with straw. The second child held Mother Mary; the third, St. Joseph; and on down the line of angels, shepherds, wise men and animals. When all the figures had been distributed the remaining children took their places as angels around the lighted tree with the crib beneath it. The classroom shades then were drawn to give the effect of night. The angels began singing "Silent Night" while the figure-bearers slowly and reverently made their way to the crib, placed their figures in the straw, withdrew, and continued singing with the angels. "O Come Little Children" and "Happy Birthday,

^{*}St. Anthony School, Garden Plain, Kans.

^{*}St. Francis of Assisi School, Louisville 5, Ky.

Jesus" were then sung after which followed a fervent Our Father and Hail Mary together with an offering of their hearts to Jesus as their Christmas gifts. After quietly tiptoeing back to their seats they begged Sister to keep the room dark just as it was at least a little longer. The angelic expressions on those innocent little countenances still wrapped almost as it were in ecstacy, was an unforgettable sight.

Dismissal for luncheon interrupted the scene, but the calm, quiet line that filed from classroom to cafeteria told of recollection somewhat like that of the shepherds after their visit to the Bethlehem stable. Later that afternoon when all the children had gone home, Sister, with a heart full to overflowing. began recalling events of the day. She had been impressed, deeply so, and walking up to the little crib with the intention of rearranging and straightening up a bit found that she could not touch a single thing. Something, or was it Somebody, within her seemed to say, "Don't move them, Sister, those little ones put them that way and that is how Baby Jesus likes them." Undoubtedly Wise Men continued adoring among sheep; shepherds kept guarding camels; and angels hovered just anywhere; yet the scene was beautiful because innocent hands and hearts had made it. "Unless you become as little children . . ."

Sisters, try this little project with your first, second, or third grade and see what an impression it makes not only upon the youngsters but also upon yourself.

The Picnic

Sister St. Francis, S.S.J.

After our Lord arose from the dead, He appeared quite often to His Apostles. One night Peter had said to some other Apostles, "I'm going fishing." So they said, "We're coming, too." They all got into Peter's boat and went out on the lake. That was the same big lake where Jesus had made the winds and the waves obey.

They fished all night long, not just for fun, as many people do nowadays, but because that had been their trade. Before they became our Lord's friends, they had been fishermen. So they still went fishing in order to get food, and some fish to sell.

It was a beautiful night. Most of them were sleepy and would have been glad to lie down and go to sleep, for they weren't catching any fish. There didn't seem to be any fish in the lake that night. They had put down their nets and hauled them in, empty. Over and over that happened.

John was the only one who was really enjoying it. He loved to look up at the stars

*Nazareth Convent, Brighton Station, Rochester, N. Y.

and think about Jesus and wonder when he would see Him again. The water looked lovely, too, and the mountains around the lake looked dark and mysterious. As he looked at these beautiful things, he kept thinking about Jesus, who had made them all, and who was much more beautiful than any of them.

Finally, above the eastern hills, it began to grow lighter. Slowly the darkness crept away. A light mist was rising from the lake. The sun began to peek over the hills, and send little dancing lights to the top of every little wave. A breeze began to blow.

Just then, they saw Someone standing on the shore. It was a Man.

The Man called out to them, "Children, have you anything to eat?"

They said, "No."

He called again, "Throw out the net on the right side of the ship and you'll find lots of fishes."

They hadn't caught a fish all night, but they did what He told them to do. When they pulled up the net, it was so full of fishes that they couldn't get it into the boat. Then they knew who it was on the shore!

John knew first. He said to Peter, excitedly, "It is Jesus!"

Peter, when he heard that it was Jesus, wrapped his coat around him and jumped right into the sea and half swam, half waded to where Jesus was. That was the way with Peter. When he thought of Jesus, he didn't stop to think of anything else. He wanted to be with Jesus as soon as ever he could.

The other Apostles came to shore with the boat, dragging the net full of fishes. When they got to land, they saw that Jesus had built a fire and that He had a fish and some bread toasting over the fire.

Then Jesus said, "Bring here some of the fishes you just caught." You see, He knew how a fisherman likes to fry the fish that he catches himself.

So Peter went up and pulled the net all the way up on the land and they counted the fishes; monsters they were, one hundred and fifty-three! After they had fished all night and not a fish in sight! And even though there were so many fishes and such big ones, the net hadn't broken. That was a miracle, too, it's very hard to mend a net, so Jesus saved them all that trouble by performing another miracle.

Then Jesus said, "Come and have dinner."
And although they knew it was Jesus, not one of them dared to say anything about who He was. Remember, He had risen from the dead

Then Jesus waited on them; handed them their bread and fish just as if He had been their mother. Wasn't that nice of Jesus to have a little picnic for the Apostles, after they had worked so hard all night?

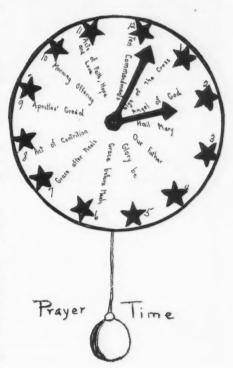
You should have seen the way John looked

at Him all the while he was eating his bread and fish. He didn't really know whether he'd had any breakfast or not, he was so glad to see Jesus again.

A Prayer Clock

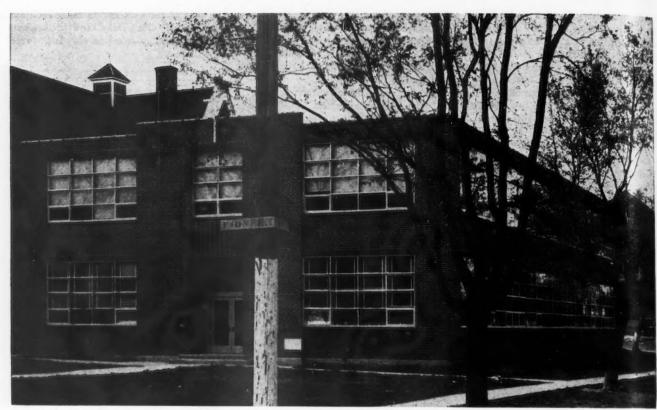
Sister M. Neone, O.S.B.*

My first and second grade pupils found this clock a powerful incentive for learning their required prayers. The aim was to keep the hour hand moving toward the next prayer. To make the clocks more attractive I added a gold or colored star as each prayer was mastered. The little tots were quite anxious to keep their clocks going. When their clocks struck twelve they were allowed to take them home. Incidentally this also made them interested in telling time.



The clock faces are made of white paper, about 4 in. in diameter, mounted on a dark shade of construction paper. The hands (made of dark construction paper), the mounted face, and the medal attached to a thread, used for the pendulum, are all fastened with a paper fastener to a colored piece of construction paper about 5 by 9 in.

^{*}St. Vincent School, Mott, N. Dak.



SS. Peter & Paul High School, Seneca, Kansas, designed by Cooper, Robinson, and Carlson of Kansas City, Mo.

A Small High School Planned Economically and Efficiently

SS. Peter and Paul High School, Seneca, Kansas

The four-year high school and the seventh and eighth grades of SS. Peter and Paul Parish, Seneca, Kans., occupied its new modern, simplified building in September, 1951. This parish school system began with elementary classes in 1870 and by 1920 included a fully accredited four-year high school. A building erected in 1898 had been enlarged to fit the growing school but, for years, had been inadequate. The solution was to erect the new building for grades 7 to 12.

Functional Planning

The two-story fireproof building has a skeleton of structural steel and reinforced concrete. The exterior finish is brick, which has been treated with a waterproofing solution. Interior walls and partitions are of concrete block, painted. Glass is used functionally for the entire upper half of each floor, producing a modern appearance and providing excellent lighting. The window sills are of unfinished brick set in sleeper course, practically wearproof. Steam heat is supplied from a central natural-gas heating plant which also supplies the church. Temperature is regulated by thermostatic control.

Special Features

One modern feature is the all-weather drainage system which eliminates gutters on the outside of the building. A central pipe, passing through the building, drains

water from the roof without danger of freezing.

In the classrooms, paint is applied directly to the cement-block walls. Acoustical ceilings are installed. Woodwork is left in its natural color. Yellow chalk is used on the green chalkboards. Fluorescent lighting supplements the usually sufficient daylight. The cement floors are covered with asphalt tile.

The science laboratory is equipped for physics and biology, and for general audiovisual instruction. Heavy green velour curtains darken the room when motion pictures or slide films are shown. The library is fitted with steel stacks. There is a special room for commercial studies.

Reasonable Cost

The building, designed by Cooper, Robinson, & Carlson, of Kansas City, Mo., has a capacity of 250 pupils. It was erected at a cost of \$126,663 — 68.5 cents per cubic foot or about \$500 per pupil.

Rev. Edmund Pusch, O.S.B., the pastor of SS. Peter and Paul Parish, supervised the construction of the building. The school is in charge of the Benedictine Sisters of Mount St. Scholastica, Atchison, Kans.

Building News

In District of Columbia

St. Benedict the Moor, Washington

A most unusual church was dedicated during the summer for St. Benedict the Moor parish. The church can become a gymnasium, public hall, or community center simply by pressing a button which automatically turns the altar on its turntable into a small chapel adjoining the hall, with wall doors closing behind it. Stations of the Cross, holy-water founts, and other fixtures are portable and are removed to the chapel when the hall is needed for recreational or other facilities. The portable pews are then taken up to make space available for courts, and folding gym seats are pulled into position. The building seats 500 people.

Cost of the unusual church building was \$160,000, and it includes an eight-room rectory, office, and sacristy, which are attached in a wing.

Blessed Sacrament, Chevy Chase

An addition to Blessed Sacrament School was dedicated by Most Rev. Patrick A. O'Boyle, on September 7, 1952. Built of limestone and brick, the addition contains six classrooms, a library, a health clinic, and an auditorium seating 400 persons. Pastel-colored walls and fluorescent lighting are featured throughout the building.

In Maryland

Archbishop Neale, La Plata

A new school, both grammar and high school, was dedicated by Most Rev. Patrick A. O'Boyle on October 5, 1952. The school serves 562 pupils of parishes in the western portion of Charles County.

The building is a one-story California ranch-style structure of brick with Tennessee cherry-stone trimmings. It has ten elementary classrooms and four high school rooms; one entire glass wall, acoustical ceilings, and multicolored tile floors are indicative of the modern features. Beside the 14 classrooms, the building also includes a commercial room, dual science room, library, and a beautiful chapel.

The school is in charge of the Sisters, Servants of the Immaculate Heart of Mary, Scranton, Pa.



The Science Laboratory on the Second Floor of SS. Peter & Paul High School.



The Library on the First Floor of St. Peter & Paul High School, Seneca, Kans. (Floor plans are on the next page.)

St. Bernard's, Riverdale

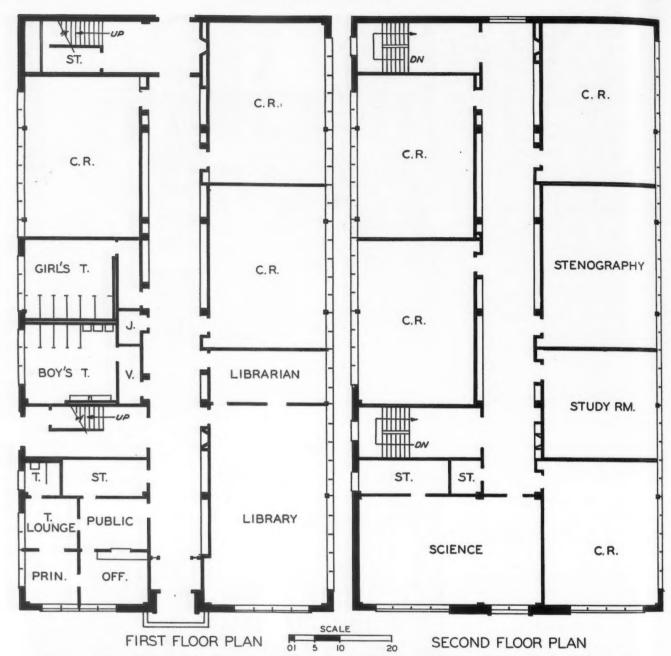
A new school, opening for Grades 1 to 4 at present, will soon be dedicated in St. Bernard's parish. The building has modern green chalkboards, built-in lockers in the back of each classroom, an interclass loud-speaker system, and thermostatic temperature control in the classrooms. Enrollment is 230 pupils.

Most of the school was put up with volunteer parish labor and help from non-Catholics in the neighborhood. Rev. Thomas Dade is pastor.

In Minnesota St. Francis of Assisi, Brainerd

The new school for St. Francis of Assisi parish, accommodating a capacity of 350 from kindergarten through ninth grades, opened its doors for the first time this fall. The school is a two-story structure of reinforced concrete and construction tile-faced with brick, with a one-story wing for administration offices, and basement housing the central heating plant below the one-story wing. The main entrance leads through the wing of three

No



SS. Peter & Paul High School, Seneca, Kansas, designed by Cooper, Robinson & Carlson, of Kansas City, Mo. There are seven classrooms in addition to a library, science room, stenography room, and study room. At present, the seventh and eighth grades share the building with the senior high school. The heating plant, which also supplies the church, is in a separate building.

administration offices into the main building which houses 12 classrooms, a large science room, a large kindergarten, and a library. Black-slate blackboards are used throughout. Acoustical-tiled ceilings, ceramic-tiled wainscoting, and rubber baseboard protection evidence the building's modern beauty and practicality.

In Missouri

St. Francis, Portage Des Sioux

A one-story fireproof structure was dedicated recently for the Old St. Francis parish.

The school contains three classrooms, a meeting room, a cafeteria, kitchen, office, lavatories, boiler room, and storage rooms, all on the same level; the building has no basement.

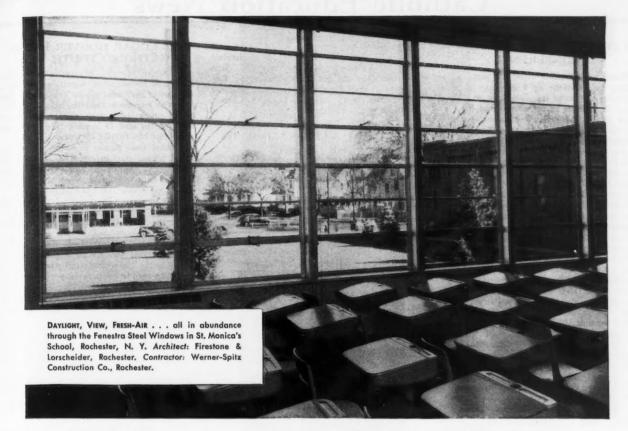
Holy Rosary School, Warrenton

A former orphan's home has been remodeled and renovated to provide for a parochial school for the Mission of Jonesburg; it was opened on September 8. The school contains living quarters for three Sisters, two classrooms, a community room, a kitchen, a meeting room, and a chapel seating 50 persons.

In New Jersey

St. Mary's, Nutley

An addition to the present St. Mary's school has been put into use recently. Containing six classrooms, two large storage rooms, and additional lavatory facilities, the building has been attached to the main school with matching face-brick façade. The new building has glass block and steel sash windows, prefabricated wall partitions in warm colors, green chalkboards, and ceilings of acoustical celotex. An intercommunicating system has been installed throughout the old and new buildings. (Concluded on page 32A)



What are your windows really for?

To give you your money's worth your windows should:

- Bring in abundant daylight, interfering as little as possible with the flow of the light that nature designed your students' eyes to use.
- Let you see as much of the outdoors as possible . . . so that there is no shut-in, trapped feeling.
- **3.** Give you ventilation in any kind of weather ... yet prevent drafts.

And of course, they should be easy and economical to clean, screen and maintain. So be sure you get Fenestra* Intermediate Steel Windows. They give you more glass area per window because their frames are designed to be strong and rigid

without being bulky. Their protecting vents give you all-weather ventilation. They are cleaned and screened from *inside*, saving time and money. They are even available Super Hot-Dip Galvanized (on special order) to eliminate maintenance-painting.

Remember . . . when you buy windows, you're buying a learning and teaching atmosphere . . . vitally important to the environment of the room. Make absolutely sure it is bright and alert . . . not gray and deadly dull.

Mail the coupon for your free copy of Better Classroom Daylighting, based on long study and experiments by lighting expert R. L. Biesele, Jr., and his staff. Also ask for your free book on how Fenestra's Super Hot-Dip Galvanizing keeps Fenestra Windows new.

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Addres

Franciscan educators from all parts of the country will convene on Friday and Saturday, November 28-29, at the College of St. Francis, Joliet, Ill., for the first Conference of the Franciscan Teaching Sisterhoods. The object of the two-day meeting will be to study the philosophy of education as implied in the Franciscan Ideal for the guidance of Franciscan educators.

"A Franciscan Looks at Education," the keynote address, will be delivered by Rev. Pius J. Barth, O.F.M. Following his address, the twoday program will be divided into conferences and discussions to cover Franciscanism on the three levels of education - the elementary, the secondary, and the college - as well as nursing education. In addition, general methods of Franciscan teaching, areas of Franciscan co-operation in education, Franciscan libraries, and Franciscan music will be treated.

Speakers and their specific topics include: Sister Marinella, O.S.F.Bl.K., "Our Franciscan Elementary Schools"; Sister Mary Patrice, O.S.F., "Franciscanism in Secondary Education"; Rev. Victor Hermann, O.F.M., "Franciscan Methods of Teaching"; Sister M. Theodine, F.S.P.A., "Areas of Franciscan Co-operation in Education"; Rev. Donald Bilinski, O.F.M., "Franciscan Libraries"; Sister M. Rose Agnes, O.S.F., "Franciscanism at the College Level"; Sister M. Theresa, O.S.F., "Franciscanism in Nursing Education"; and Sister M. John, O.S.F., "Franciscan Music."

THE 1952 GABRIEL RICHARD LECTURE

The National Catholic Educational Association announces the selection of Dr. George N. Shuster to deliver the third annual Gabriel Richard Lecture at Loyola University, New Orleans, in the month of November, 1952. Dr. Shuster, president of Hunter College, New York City, is a distinguished editor and author.

The theme of the 1952 lecture will be "Cultural Understanding and International Peace." Dr. Shuster has just returned from an important assignment as Land Commissioner of Bavaria for the United States Government. In the past he has served as editor of Commonweal, a delegate to several UNESCO conferences, member of the Commission on Freedom of the Press, and

in many other capacities.

The Richard Lecture is an annual event cosponsored by the National Catholic Educational Association and a distinguished American university or college. It is aimed at arousing the interest of American intellectuals both inside and outside the Church. The first address in the series was made in 1950 by Dr. Ross J. S. Hoffman of Fordham University at the University of Detroit. The second lecture was given by Dr. Thomas P. Neill of St. Louis University at De Paul University in Chicago on the theme, "The Christian Idea of Man in Contemporary Society."

The lecture series takes its name from Father Gabriel Richard, a pioneer in American education. It was he who set up the first printing press in Michigan and who, in 1809, published the first Catholic newspaper in the United States. Among his great contributions was his idea for the University of Michigan and later he served as first vice-president of that institution. He was the only Catholic priest ever elected to Congress.

Plans for the annual Richard Lecture are made

by a committee consisting of Dr. Vernon J. Bourke, St. Louis University; Dr. Karl Herzfeld, Catholic University of America; Rev. John Courtney Murray, S.J., Yale University; Rev. Edward V. Stanford, O.S.A., Augustinian College, Washington, D. C.; and Dr. James A. Corbett, University of Notre Dame.

CHRISTMAS SEALS "LOOK TO THE LIVING"

The 1952 Christmas Seal will "look to the living" as its cheery Christmas candle appears on letters, cards, and packages between November 17 and December 25.

Christmas Seals must warn that new drugs have not worked miracles as it was first thought. The headline maker of last winter, isoniazid, didn't close any sanatoriums. It is now classed as "another useful drug." As advances are made in



drug and surgical treatment of TB, death rates decline, but hospital stay is increasing. In other words, patients are being saved to occupy a hospital bed which all too frequently in the past was vacated by death.

Besides this big teaching job, the Seal is a passport to medical research. It helps establish X-ray programs to detect unknown TB. It helps patients and their families adjust to long-term sanatorium care; aids in returning patients to productive citizenship.

Christmas Seals can do these things for you, your family, your community - if you will buy them. Christmas Seals fight against TB, They fight for better health. Seals will brighten your

CATHOLIC SCHOOL ENROLLMENT

Forty-six per cent of Catholic children of elementary school age will be enrolled, this year, in Catholic schools, according to an estimate by Dr. Urban Fleege of the N.C.E.A. He estimates the percentage for high school students as 9.7 and for college students as 13.2.

Dr. Fleege has estimated the Catholic elementary school enrollment for 1952-53 as 3.088,000. which would be 11.3 per cent of all children in elementary schools. In the Catholic secondary schools, he predicts 607.511 and in higher education 332,000.

J. EDGAR HOOVER LAUDS CATHOLIC YOUTH WEEK

J. Edgar Hoover, director of the Federal Bureau of Investigation, recently praised the observance of National Catholic Youth Week. Pointing to an increase in the crime rate of the United States during the first six months of 1952, with more youths aged 18 arrested than of any other age group, Mr. Hoover continued:

"Behind these figures lie tragic stories of parental neglect, broken homes, immorality, adult delinquency, and public apathy - painful proof that our nation is suffering from spiritual starva-

"At a time when too many adults are indiffer. ent to the problems we face with reference to youth, the National Catholic Welfare Conference is to be congratulated on its sponsorship of National Catholic Youth Week.

"I hope that this special emphasis will contribute to the awakening of all Americans to the continuing need to aid in backing worth-while and constructive programs for young people. It is through such programs, properly implemented. that America can strike a telling blow at the sources of youthful delinquency.

"I trust that the spirit of National Catholic Youth Week will continue into the future and that it will serve as an inspiration for all those who have dedicated themselves to the fight

against crime.'

Catholic Youth Week, sponsored by the youth department of the N.C.W.C., was observed throughout the nation, October 19-26.

HONORS AND APPOINTMENTS

Receives Catholic Action Medal

JAMES M. O'NEILL received the 1952 Catholic Action Medal awarded by St. Bonaventure University, St. Bonaventure, N. Y. The award was presented, on October 4, by Most Rev. Joseph A. Burke, Bishop of Buffalo. On the same day, Mr. O'Neill delivered a convocation address on "Catholic Action in Public Education.'

Mr. O'Neill, the nineteenth recipient of the medal, was born in Victor, N. Y. He has served on the faculty of Dartmouth College and as head of the department of speech at the Universities of Wisconsin and Michigan. He wrote eleven books in the field of speech and, later,

such best sellers as Religion and Education Under

the Constitution and Catholicism and American Freedom.

Nun Teaches Politics

SISTER THOMAS ALBERT CORBETT, a Dominican of Columbus, Ohio, is the first nun to be appointed a teacher in the department of politics of the Catholic University of America. She gained her doctorate at the Catholic University with a dissertation on "People or Masses: A Critical Study of Two Basic Concepts in Political Sociology.

Bible Association Head

VERY REV. JOSEPH S. CONSIDINE, O.P., of Chicago, was elected president of the Catholic Biblical Association at its fifteenth annual meeting at St. Procopius Abbey, Lisle, Ill.

New Appointments

REV. JOHN B. WUEST, O.F.M., has been named president of St. Bonaventure College, near Florence, Italy.

REV. BERNADINE SCHNEIDER, O.F.M., will go

(Continued on page 26A)

The ORIGINAL Tubular Steel Furniture Meets Many

High School Needs

Heywood-Wakefield Study-Top Chair S 501 STBR is used in a number of North Hunterdon classrooms. Note the convenient book rack and the full desk-size study surface. This unit is available in seven graded sizes for use in elementary classes through college.

For bookkeeping classes, Heywood-Wakefield Table S 962 with durable plywood top is used in conjunction with All-Purpose Chair S 915. The tables are available in 9 graded heights, and the chairs in 8 graded heights.

The roomy cafeteria is furnished with Chair S 915 and Table S 967, which has a thoroughly damage-resistant, sanitary top of plastic and either plastic or aluminum protective edge banding. Like Table S 962, this is available in five top sizes and nine heights.

The North Hunterdon Regional High School, Annandale, N. J. shows how effectively today's schools can be planned for many years of service as well as long-range economy. This new school was planned under the supervision of Dr. Clifford Singly, Supervising Principal, by Frank A. Elsasser, Architect, Union, N. J. The installation of Heywood-Wakefield furniture throughout the building was handled by Garrett-Buchanan Company, Philadelphia, Distributor for Heywood-Wakefield Company. Write today for the new, fully illustrated catalogue of Heywood-Wakefield Tubular Steel School Furniture.



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* The ORIGINAL Tubular Steel School Furniture

Catholic Education News

to Japan to supervise a translation of the Bible into Tapanese.

Theological Society Honors

Rt. Rev. Msgr. John M. Fearns, rector of St. Joseph's Seminary, Yonkers, N. Y., was elected president of the Catholic Theological Society of America at its annual meeting, during the summer.

Named to receive the Cardinal Spellman Theological Award was Rev. EMMANUEL DORONZO, O.M.I., Italian-born educator whose specialty is sacramental theology. Father Doronzo, a teacher at Catholic University's School of Sacred Theology, is the author of a series of theological texts in Latin, and a Dictionary of Dogmatic Theology published by The Bruce Publishing Co.

REQUIESCANT IN PACE

- Brother Athanase Emile, F.S.C., superior general of the Brothers of the Christian Schools, died recently, in Rome. A native of Lorraine, France, Brother Emile was elected superior of the teaching order in 1946. He was 72 years of
- REV. THOMAS B. CHETWOOD, S.J., former professor of philosophy and religion at St. Peter's College, Jersey City, N. J., died September 24, 1952. Father Chetwood taught at St. Peter's for 17 years, serving many years, also, in the British

MOTHER M. ANGELA HENNESSY, former superior of the St. Louis province of the Sisters of St. Joseph, died September 26, 1952. Mother Angela was assistant superior of the province from 1928 to 1935, and superior from 1935 to 1941. She received the habit of the Sisters of St. Joseph 65 years ago.

- BROTHER CALIXTUS, F.S.C., former auxiliary provincial and community supervisor of the Brothers of the Christian Schools of the New York-New England province, died, September 6, at the age of 75. He had been a religious for
- Brother Matthias, F.S.C., a member of the Brothers of the Christian Schools for more than 55 years, died September 29. He taught in the parochial schools of New York for more than 40 years. Brother Matthias would soon have reached his eighty-second birthday.

RELIGIOUS ORDERS

Austrian Jesuit School Closes

A chronic lack of vocations has caused the closing of the oldest Jesuit school in Austria. It was established in Vienna exactly 400 years ago and was connected with the ancient church known as "Am Hof," founded by St. Peter Canisius in 1552.

Passionist Head Elected

Very Rev. Malcolm La Velle, C.P., of Rock Island, Ill., was elected superior general of the Congregation of the Passion (Passionists) at the order's general chapter meeting in Rome, earlier

this year. This year marks the 100th anniversary of the order's arrival in America.

PUBLIC SCHOOL RELATIONS Retarded Children Benefit

Rev. James Maher, pastor of St. Helen's parish, Newbury, Ohio, has offered the use of the church hall to the Geauga County Opportunity School for classroom space for retarded children. The school was established last year by a group of Geauga County citizens. The public school board will pay for heat and light, but the use of the hall will be without rental. It will accommodate about 20 children.

H. S. Released Time

Unanimous approval of a request for released time for religious instructions for high school pupils in Derby, Conn., was voted by the board of education recently. The request was made by Catholic and Protestant clergy of Derby. It was presented in a letter signed by Rev. John I. Killeen, assistant pastor of St. Mary's Church. who also served as spokesman of the group at the meeting. In his speech, Father Killeen cited the recent Supreme Court decision in New York that released time was "not unconstitutional," adding that this decision has given impetus to all religious groups. He said that giving religious instructions in the evening means coping with a number of competing agencies, some good, some detrimental.

Throughout the evening's discussion it was established that the instructions would be given off-school premises, the plan would be optional with students taking part in the program at the parents' request, and that there would be no expenditure of public funds.

COLLEGES AND UNIVERSITIES

Laval U. Centenary

Canada's oldest Catholic university, Laval University, Quebec, observed its centenary in a fourday fete, September 19 to 22. It included, among other celebrations, dedication ceremonies for a new building, "Cite Universitaire," and presentation of honorary doctorates to Vincent Massey, governor-general of Canada; Etienne Gilson; and Bishop Patrick J. McCormick, Auxiliary of Washington, D. C., and rector of the Catholic University of America.

Speech Clinic Opened

Mundelein College, Chicago, has opened a speech clinic this fall for the benefit of handicapped children of the elementary and high schools, teachers in those schools, and prospective teachers. The college also conducts a Saturday speech correction course for Sisters of the Chicago area schools.

Presemester Institute

A one-day faculty-student institute on "The Nature of the Christian College" opened the fall term at St. Joseph's College, West Hartford, Conn., on September 10. The program opened with Mass in the morning and included panel discussions with both faculty and students represented during the day. Topics discussed were: The Catholic College Aims to Educate the Whole Individual, and The Catholic College Educates for Social Living.

Deferred Tuition Plan

Loyola University, Los Angeles, has announced a new 20-year deferred tuition plan to enable (Continued on page 29A)

SVE FILMSTRIPS for Christmas Programs



For 5 year olds and up; 23 frames. The old, old story of Christmas as found in the Gospels is simply and beautifully told. The birth of Jesus, the shepherds' visit, the visit of the wise men, and the joy of that first Christmas.

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For 10 year olds and up; 51 frames. The popular and fascinating story by Charles Dickens is brought to life in this new SVE filmstrip. Scrooge, Tiny Tim, and Bob Cratchit are all presented in this adaptation by Margaret Bradfield, with illustrations by Carlos Lopez.

A246-11 A Christmas Carol, in color, captioned.....

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Catholic Education News

(Continued from page 26A)

young parents to make "painless provision" for their sons' future college education. Through the plan, for example, a 30-year-old father, wishing to provide for the education of his 5-year-old son, draws a policy with Loyola wherein the school guarantees to provide the boy \$2,000 in credit any time he enrolls. The father in turn agrees to pay \$104.57 annually, or \$8.72 monthly, for 20 years. In the event of the father's death anytime after the first payment, the full \$2,000 would be paid to the family.

The contract also carries refund guarantees if the boy does not attend Loyola or makes use of only a part of the credit. Deferred tuition plans for 10 or 15 years are also obtainable. Equitable Life Insurance Company of Iowa worked out the plan with Loyola and is issuing the policies through the university.

Research Grant to Xavier

Two associates in research at Albers Biological Laboratory at Xavier University, Cincinnati, have received a government grant of \$4,450. Recipients are Rev. Joseph J. Peters, S.J., chairman of the Xavier biology department, and Dr. Alphonse R. VanderAhe, associate professor of anatomy and instructor of neurology at the University of Cincinnati.

The grant covers basic and fundamental research on the patterns of electrical activity in the nervous system of lower vertebrates during normal and induced convulsive states. The instrument of research is the electroencephalograph, a machine which measures the minute discharges of electricity accompanying nerve and brain action.

Manhattan College Centennial

Manhattan College in New York City heralded the celebration of its centennial, on October 23, with a symposium on the "America to Be" in the fields of communication, transportation, manufacturing, and marketing.

The field of communication was represented on the panel by Joseph H. McConnell, president of the National Broadcasting Co. and former executive vice-president of the parent company the Radio Corporation of America.

In announcing the symposium, Brother Bonaventure Thomas, F.S.C., president of Manhattan College, said: "Proud of our past one hundred years of education and service, Manhattan College joins with leaders in American business and industry who, along with her, will be playing a major role in bringing about the tomorrow of this land of ours.'

Seeks TV Station

Loyola University, New Orleans, has made application for an educational TV station to serve the New Orleans and Louisiana area. The university has operated a successful radio station for many years.

Italian Institute Opens

Seton Hall University, South Orange, N. J., has opened an Italian Institute with a grant received for the purpose from the Columbian Foundation of the Columbian Civic Club of Newark. The Italian Institute is dedicated to a better and fuller understanding and appreciation of Italian culture. It will offer special language

courses in Italian and lecture courses on different fields of Italian culture.

In November the Institute will launch its major program with a series of concerts to be given by prominent artists of the New York Metropolitan Opera, and a series of free public lectures on subjects dealing with Italy's contribution to Western civilization.

Civil Engineering at St. Louis

Although St. Louis University's civil engineering program is only two weeks old, there have already been inquiries by companies regarding the first civil engineering class, which will not graduate until 1956, according to the Rev. Victor J. Blum, S.J., associate dean of the University's Institute of Technology.

The civil engineering curriculum was inaugurated this year to help meet the national-wide demand for engineering graduates. The Institute of Technology had previously conferred degrees in electrical, industrial, geophysical, geological, and hydrological engineering, as well as professional meteorology, seismology, and geology.

A further indication of the demand for engineers, Father Blum pointed out, was the fact that the entire 1952 graduating class had either secured positions or had been offered positions previous to graduation.

American College, Louvain, Reopens

The American College at Louvain, Belgium, reopened, September 30, with an American rector, (Concluded on page 30A)



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Catholic Education News

(Continued from page 29A)

Rev. Thomas F. Maloney, of the Diocese of Providence, R. I., and 52 students, all from the United States. The rector will have the assistance of members of the faculty of theology of Louvain University, of which the American College is the schola minor.

The American College was founded in 1857. It has been closed since 1949 and was closed also during World War I. During its seventy years, it has trained hundreds of priests—some of whom have become bishops and archbishops—for the dioceses of the United States.

The original purpose of the college was to train Belgians and other Europeans for the work of the priesthood in the United States. Heretofore the rector always has been a Belgian. Father Maloney is the first non-European to fill the position.

COMING CONVENTIONS

For conventions in November see the CATHOLIC SCHOOL JOURNAL for October, page 34A.

Nov. 2-3. Arizona Education Association at University of Arizona, Tucson. Secretary Walter Maxwell, care of the Association, 3636 N. 15th Ave., Phoenix. Exhibits: Mr. Maxwell. 3000.

Nov. 3. Archdiocesan Teachers' Institute, San Antonio, Tex., at Central Catholic High School, San Antonio. Chairman: V. Rev. John L. Morkovsky, Diocesan Superintendant of Schools, 230 Dwyer Ave., San Antonio.

Nov. 5-7. Wisconsin Education Association at Milwaukee Auditorium, Milwaukee. Secretary: O. H. Plenzke, 404 Insurance Bldg., Madison, Wis. 15,000.

Nov. 6-7. Kansas Industrial Education Association at Topeka, Kans. Secretary: Donald W. Lake, Jr. High School, Coffeyville, Kans. Exhibits.

Nov. 6-7. Kansas Vocational Association at Topeka, Kans. Secretary: F. E. Carpenter, Highland Park Rural High School, Topeka. Exhibits.

Nov. 6-7. Missouri Vocational Association at Kansas City, Mo. Secretary: H. H. London, University of Missouri, Columbia, Mo. Exhibits: Marvin Shamberges, State Teachers Bldg., Columbia, Mo. 500.

Nov. 6-8. Iowa Industrial Education Association at ISEA, 415 Shops Bldg., Des Moines, Iowa. Secretary: Richard Allen, Woodside School, Des Moines. Exhibits: Roy E. Jennings, 415 Shops Bldg. 14,000.

Nov. 6-8. Iowa State Education Association at 415 Shops Bldg., Des Moines, Iowa. Secretary: Charles P. Martin (at Headquarters). Exhibits: Mr. Jennings (above). 14,000.

Nov. 6-8. Iowa Vocational Association at

415 Shops Bldg., Des Moines, Iowa. Secretary: Eleanore L. Kahlmann, Asst. Supervisor of Home Economics, State House, Des Moines, Exhibits: Mr. Jennnings (above). 14,000.

Nov. 6-9. New Jersey Education Association at Fox Manor Hotel, Atlantic City.

Nov. 7. Missouri Home Economics Association at Muehlebach Hotel, Kansas City. Secretary: Mabel Cook, Northwest State College, Maryville, Mo. Exhibits: Gordon Renfrow, Columbia, Mo.

Nov. 7-8. New England Industrial Arts Teachers Association at Eastland Hotel, Portland, Maine.

Nov. 7-9. Confraternity of Christian Doctrine (Province of New Orleans) at Hotel Roosevelt, New Orleans. Chairman: V. Rev. Msgr. Gerard Frey, 7847 Walmsley Ave., New Orleans. 5000.

Nov. 12-14. American School Food Service Association at Ambassador Hotel, Los Angeles. Secretary: Margaret E. Prentice, Chairman, School Lunch Supervisors, State Education Department, Albany.

Nov. 19-20. National Association of Diocesan Superintendents, National Catholic Education Association, School Superintendents Department at Mayflower Hotel, Washington, D. C. Secretary: Rev. Ignatius A. Martin, P. O. Box 1126, Lafayette, La. No exhibits. 100.

Nov. 27-29. National Council of Teachers of English at Boston, Mass. Secretary: W. Wilbur Hatfield, 211 W. 68th St., Chicago. Exhibits: Gordon F. Irons, 9 Emmonsdale Rd., West Roxbury, Mass.

Nov. 28-29. National Catholic Education Association, Eastern Regional Unit, Secondary School Department at C-H Hall, Atlantic City. Secretary: Sr. Mary Henry, S.H.J.C., Prefect, Academy of the Holy Child, Sharon Hill, Pa. No exhibits.

Nov. 28-29. Central Association of Science and Mathematics Teachers at Edgewater Beach Hotel, Chicago. Exhibits: Luther L. Shetler, Managing Editor, Science and Mathematics Teachers Yearbook, Buffton College, Buffton, Ohio.

Nov. 28-29. Franciscan Educational Conference at College of St. Francis, Joliet, Ill.

Dec. 3-5. American Vocational Association at Statler, Sheraton Plaza and Bradford Hotels, Boston, Mass. Secretary: Dr. M. D. Mobley, 1010 Vermont Ave., N.W., Washington 5, D. C. Exhibits. 3000.

Dec. 29. Catholic Economic Association at Chicago, Ill. Secretary: Sr. M. Yolande, O.S.F., College of St. Teresa, Winona, Minn.

Dec. 29-30. American Association of Teachers of Spanish and Portuguese at Copley Plaza Hotel, Boston, Mass. Secretary: L. H. Turk, De Paul University, Greencastle, Ind. 300.



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Building News

(Continued from page 304)

In Pennsylvania

St. Wendelin's, Carrick

A new school building dedicated last June was opened this fall. The structure is two stories high in front and four stories high in the rear, with a 250-ft. frontage and a depth of 75 ft. The top floor contains the commercial and domestic science departments and the chemistry lab; on the street floor are six classrooms, a library finished in walnut, and the principal's and doctor's offices; the basement floor contains a cafeteria and utility rooms; and the ground floor, or subbasement, contains an auditorium with a seating capacity

of 400, and the boiler room.

The teachers are Sisters of St. Francis from Mount Alvernia, Millvale; Rev. George P. Angel is pastor.

In Wisconsin

St. Joseph's, Appleton

The new St. Joseph's grade and junior high school opened its doors, this fall, to about 900 pupils. The building, built in the shape of an F, has every modern provision—an audiovisual room, playrooms, gymnasium with very modern facilities, stage with 41 banked spot and flood lights, parish rooms of all kinds, and well-lighted manual arts and domestic science rooms. The modern classrooms have, to mention a few of the outstanding conveniences,

ventilated wardrobes, germicidal lamps, threechannel public-address systems, radios, acoustical plastered ceilings, and individual thermostatic control. One wall of each classroom is scored with glass brick, with clear panels at eye level.

St. Agnes', Butler

The cornerstone of the new four-room addition to St. Agnes' school was blessed, on October 12, by Auxiliary Bishop Roman Atkielski. The \$134,000 addition was joined to the west end of the present school. The basement will provide a recreation room with seating accommodations for 400. The main floor will have 4 classrooms, an office, a health room, and lavatory facilities. The building, 106 feet long, 65 feet wide, is of fireproof construction. The walls, both interior and exterior, are of a cream-colored smooth face brick.

With an enrollment of 210 pupils for the present four-room school, it had been necessary to run a double shift in some of the classes. The addition will soon relieve this condition.

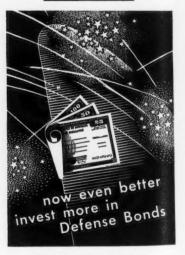
In the Philippines

Don Bosco Technical Institute, Victorias, Negros Occidental

Construction of a technical school building, the first of its kind in the Philippines, and three parallel workshops have been completed under the direction of the Salesians of St. John Bosco. Construction costs of the school are being financed by the Osorio family of Negros, owners of the Victorias sugar mill.

The building, in the form of a cross, will lie in an area of 15 acres, with a chapel in the center and the school section, dormitory, workshops, and an auditorium-gymnasium at the four corners. More than 240 boys will be accommodated in its dormitory and classrooms. Machinery, tools, and equipment are expected to arrive in December.

Training will be given in carpentry, tailoring, mechanics, electromechanics, carving, sculpture, shoemaking, agriculture, poultry raising, and many other trades.



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New Books of Value to Teachers

The State and Religious Education

By Robert C. Hartnett, S.J., and Anthony Bouscaren. Paper, 47 pp., 25 cents. The America Press, 70 East 45th St., New York 17, N. Y.

Father Hartnett, editor of America, supplies four of the articles; namely: (1) "The McCollum Case: Government May Not Aid Religion"; (2) "The Zorach Case: Retreat from McCollum"; (3) "Dr. Conant Raises the Divisive Bogy"; (4) "Community Relations of Catholic Schools." Mr. Bouscaren supplies the fifth and last article—"California: Tax Exemption for Private Schools."

The article on "Community Relations of Catholic Schools" explains very clearly the principles by which Catholic schools belong to the community and gives excellent suggestions for obtaining and preserving the acceptance of our schools as valuable community assets. We suggest that Catholic school administrators read this article as part of their planning for the observance of American Education Week.

Planning for Teaching

By Robert Richey. Cloth, 436 pp., illustrated, \$4.75. McGraw-Hill Book Co., New York 36, N. Y.

Planning for Teaching is intended primarily as a textbook for beginning classes in education. Its subtitle, "An Introduction to Education," indicates that it has the requirements for this pur-

pose, while the main title, *Planning for Teaching*, is quite in harmony with the personalized approach which characterizes the book and puts it into the private-reading class.

The author addresses himself directly to the individual reader suggesting practical ways of evaluating his individual qualifications for teaching and appraising the motives which influence him in considering teaching as a lifework.

The first result of studying the early chapters should be to convince the student of his own fitness or unfitness for the teaching profession. The latter parts give the novice a front-seat view of the principles and practices of education from a point of view midway between the extreme conservative and the ultramodern.

Light in Yucca Land

Centennial commemorative volume of the Sisters of Loretto of New Mexico. By Sister Richard Marie Barbour, S.L. Cloth, 166 pp. Loretto Academy of Our Lady of Light, Santa Fe, N. Mex.

A very interesting account: of the courageous pioneer Sisters who founded the first convent school for girls in the Southwest; of the many blessings showered upon all undertakings by Our Lady of Light, and, presumably, St. Joseph's material aid; of the zeal for expansion of schools, the trials, labors, and losses, and the result—extended Catholic education throughout New Mexico.

Great Books: Panacea or What?

By Edward A. Fitzpatrick. Cloth, 126 pp., The Bruce Publishing Co., Milwaukee I, Wis. 1952.

Dr. Fitzpatrick's Great Books: Panacea or What? is a challenge to the thinking underlying the Great Books as an adult educational program. After describing the problem objectively, stating its basic requirements, what it claims to achieve, how the Syntopicon helps, it proceeds to a detailed analysis of the method of instruction, the worth of the Great Books, the faculty, the nature of the meetings, the requirements for leadership in the course, and the claims regarding the ability of people generally to understand the books. This is followed by an over-all picture of the program written in the form of a platonic Dialogue that keeps the fine spirit of Socrates. The two basic problems are discussed: what is reading? and what is discussion? These are analyzed not in the terms of ordinary pedagogical discussion, but in the spirit of the Great Books themselves, quoting the authors of the Great Books and Great Poems to illustrate the points made. Similar treatment is made of the discussion aspects of the program. The author maintains that there can be no genuine discussion of the ideas in the Great Books under the conditions of the adult program. The character of the teacher and the character of the student are then discussed using St. Thomas' De Magistro, one of the Great Books, as the basis for the discussion of the teacher and using the contemporary literature in connection with the student. There is an extended discussion of the nature of study which the Great Books require with an indication of some educational considerations overlooked, relating to verbalism, egalitarian futility, the different rates of learning, where the student is reflectively thinking, and the dangers of propaganda. The last chapter deals with the various constructive alternatives or preparations for the Great Books.

Experimental Design in Psychological Research

By Allen L. Edwards. Cloth, 446 pp., \$5. Rinehart and Co., Inc., New York, N. Y., 1950.

Once again, Dr. Edwards, professor of psychology of the University of Washington, has made life more enjoyable for those who need to use statistical methods in research but have not had extensive training in either mathematics or statistics.

In 17 chapters, Dr. Edwards covers everything that one needs to know in order to feel confident when he attempts to do some work in psychological research. Subject matter covered is usually that which is found in second-semester courses in social or psychological statistics. However, the noteworthy point about this book is that it is all related to psychological research and includes examples from actual experiments in the field.

Even if one does not want to go into the book in great detail, anyone who is ever going to do research in education or psychology should certainly read Dr. Edwards' first two chapters on the "nature of psychological research" and "principles of experimental design." This book can actually serve as a handbook for the research worker because it contains a ten-page bibliography and an eight-page list of formulae and appendices which include the eight tables that one needs in handling statistics in psychological research. Another good feature of the book is that it contains answers to all the examples in the book.

After struggling with four books in the field

(Continued on page 37A)



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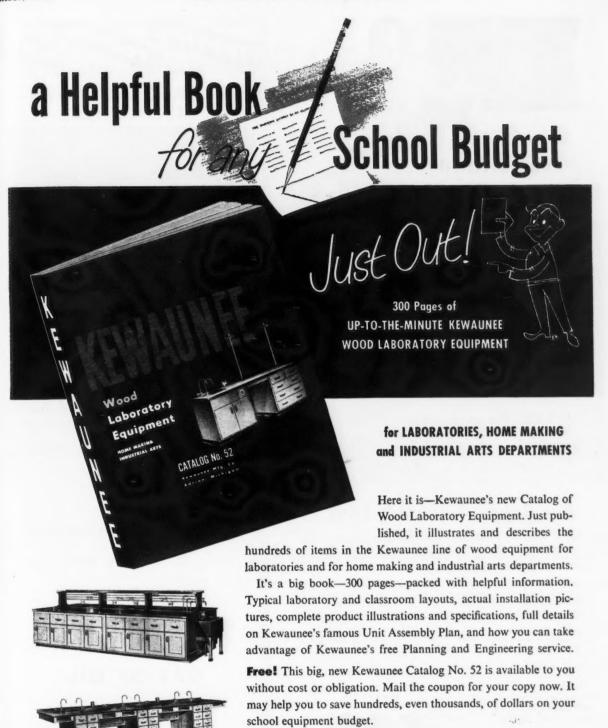
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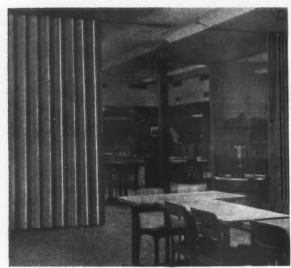
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New Books

(Continued from page 34A)

of statistical analysis, it seems worthwhile to mention Dr. Edwards' earlier work Statistical Analysis for Students in Psychology and Education (New York: Rinehart & Co., 1946, \$4). The fact that Dr. Edwards can cover this subject in 360 pages including index, answers to examples, tables, and the like, in a book which uses large-size type, is praiseworthy and becomes a recommended reading. This book is particularly important because in the first two chapters he reviews the mathematics that one needs to get along with the subject. — Richard S. Fitzpatrick

Elementary Teachers' Guide to Free Curriculum Materials, Ninth Edition

Edited by Harkheimer, Cody, and Fowlkes. Heavy paper, 338 pp., \$4.50. Educators Progress Service, Randolph, Wis.

This is the new annual edition of the *Teachers' Guide*. It has been completely revised, and the number of new titles has increased more than 40 per cent. It cross-indexes an impressive collection of free maps, bulletins, atlases, pamphlets, exhibits, charts, scripts, transcriptions, and books.

Handbook of English: Book Two

By John E. Warriner. Cloth, 594 pp., \$1.96. Harcourt, Brace & Co., New York, N. Y.

A compact manual of English which can be used as both text and reference book. Designed for use in the eleventh and twelfth grades of high school, this book provides a grammar review in Part One, and emphasizes construction and improvement of sentences in Parts Two to Seven.

State and Local Government in the United States

By Cullen B. Gosnell and Lynwood M. Holland. Cloth, 619 pp., \$5. Prentice-Hall, Inc., New York 11, N. Y.

A study on the structure, functioning, and interrelationships of state and local governments and their responsibilities to the people. Some noteworthy features of this book are: the full treatment of states rights and civil rights; the impartial viewpoint without regional slant; the wealth of tables and charts.

Medieval Philosophy

By Frederick C. Copleston. Cloth, 194 pp., \$2.75. Philosophical Library, New York 16, N. Y.

This work is a sketch of the development of medieval philosophy designed for students who have no previous knowledge of the subject. The use of technical terms, so far as possible, has been avoided or simplified. The treatment of the theme is historical, extending from the beginning of the Middle Ages up to the transition effected by the Renaissance.

Homemaking for Teen-Agers

By Irene E. McDermott and Florence W. Nicholas. Cloth, 492 pp., \$2.96. Chas. A. Bennett Co., Inc., Peoria 3, Ill.

This book is an introductory study of homemaking at the early teen-age level, for both boys and girls. The selection of materials and their treatment is intended to give these young people an over-all view of homemaking in its various aspects, and to help them build attitudes and ideals which will inspire their homemaking activities both present and future. The book en-

(Continued on page 38A)



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New Books

(Continued from page 37A)

courages high standards and frugality. It includes chapters on child care, sewing, housekeeping, food preparation, home entertainment, home furnishings, good grooming, and personality improvement. Although these subjects are covered very well, they do not exclude all mention of the need for love, consideration, and the sharing of home responsibilities; the subjects deal mostly with the material well-being of the home, and encourage spiritual well-being, too. Our Sisters can take up that side of the question any time.

Games and Jingles for Speech Improvement

By Genevieve E. Raaf. Heavy paper, 89 pp., no price given. Marquette University School of Speech, 625 N. 15th St., Milwaukee 3, Wis.

The author, who is assistant supervisor at Marquette's Speech Clinic and Hearing Laboratory, believes that the best way to maintain the interest of the speech defective child or adult is to keep the whole retraining process amusing and pleasureful. This book of games and jingles has been compiled for that purpose, and also to organize them phonetically according to the defect they alleviate. Four main divisions concentrate on improvement of articulatory faults, aiding the stutterer, improving cleft-palate speech, and improving the speech of the cerebral palsied. There is a phonetic key, and a bibliography of books and periodicals with a brief description of the contents of each and possible value to the teacher. Games and jingles are included, some suitable for the adult, some for the child.

The History of Western Education

By William Boyd. Cloth, 473 pp., \$3.50. The Macmillan Co., New York 11, N. Y.

This is the sixth edition, revised, of a book first published in England in 1921. Considerable space is devoted to later American developments, notably the ideas of Dewey and his group. The treatment is more descriptive and explanatory than critical, and assumes that the reader has his own philosophy of education.

Manual of the Parish Confraternity of Christian Doctrine (8th ed.)

By the Confraternity of Christian Doctrine, N.C.W.C. Paper, 128 pp., 50 cents. Confraternity Publications, 508 Marshall St., Paterson 3 N T

This handbook for all persons engaged in CCD work is not a textbook, but a complete, detailed guide for the organization and maintenance of CCD activities of every kind for every age.

Put Democracy to Work

By Ruth H. Wagner and Ivah E. Green. Cloth, 132 pp., \$3. Henry Schuman, Inc., New York 21, N. V.

This book, addressed to children in the upper grades of the elementary school, is intended to teach children the fundamental principles of democratic living: of the equality of nations and races and individuals; of recent democratic forms and principles of international and national organization. The teacher who uses this book wisely and with understanding of the eternal virtues, will find many useful facts and ideas. She will find many points of disagreement and she will protest the omission of all basic use of religion and of the true nature of man.

In Charity Unfeigned

By Rev. William P. Furlan. Cloth, 270 pp., \$3.50. The Diocese of St. Cloud, St. Cloud, Minn

This book is a carefully documented biography of Father Francis X. Pierz, first missionary and founder of the earliest churches in the territory of Minnesota, now embraced in the diocese of St. Cloud. The book in effect is a history of early missionary work in northern Michigan and central Minnesota. Like other missionaries of the great Northwest, Father Pierz was an heroic figure who, while he was 67 years of age when he came to America from Carniola, continued to work 16 years and is rightfully considered the founder of the St. Cloud diocese.

Willingly to School

By Hubert Van Zeller. Cloth, 264 pp., \$3.25 Sheed & Ward, New York 3, N. Y.

Father Van Zeller, the popular Benedictine, has added another to his list of fine books. Although his original purpose was to write a novel of English school life, the result is an autobiography of his student days at Downside Abbey. The descriptions of the masters and his fellow students are vividly characteristic of teachers and boys the world over. His nostalgic, unvarnished accounts of both the happy and the painful events of school days are typical of the author's sensitivity and insight. The caricatures, drawn by Father Van Zeller, are delightful.

The Gospel According to St. Mark

Paper, 145 pp., 25 cents. St. Anthony Guild Press, Paterson, N. J.

A reprint in pamphlet form of the Confraternity Edition.

(Continued on page 40A)

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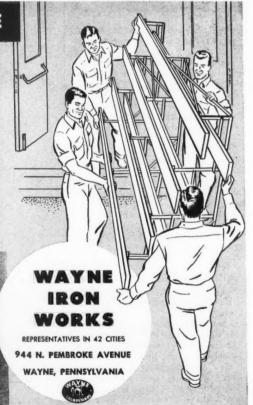
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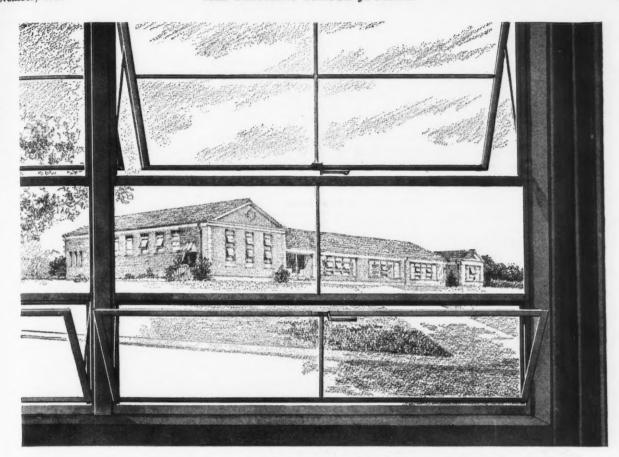


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LUPTON METAL WINDOWS

New Books

(Continued from page 38A)

Audio-Visual Administration

Edited by Fred Harcleroad and William Allen. Paper, 118 pp., \$3.25. Wm. C. Brown Co., Dubuque, Iowa. One of the Audio-Visual Series edited by F. Dean McClusky.

This symposium of papers, tape recordings, and heterogeneous workshop materials has been divided into six chapters: A Framework for Audio-Visual Administration, Central Department Administration, District and School Administration, Improving Instruction Through Use of Audio-Visual Materials, Television and Radio as Instructional Materials, and Future Trends.

Learning Through Seeing With Tachistoscopic Teaching Techniques

By Gaspar C. Barnette. Paper, 145 pp., \$3.75. Wm. C. Brown Co., Dubuque, Iowa. Another of the Audio-Visual Series edited by F. Dean McClusky.

This addition to the series discusses the tachistoscope and its operation, the principles of tachistoscope teaching, its application to school problems, and tachistoscopic targets and their use.

The Light of the World

By Rt. Rev. Benedict Baur, O.S.B. Vol. I. Cloth, 590 pp., \$7.50. B. Herder Book Co., St. Louis 2, Mo.

The author holds rightly that the Mass is the center of Christian worship and the fountainhead of all graces. The prayers, while brief and simple, contain a vast treasury of spiritual doc-

trine. They express in liturgical form the Church's idea of the feasts and holydays of the year; they form the background for inexhaustible inspiration, or reflections, and of prayer.

The plan of the books is to discuss at some length the meaning of each season of the Church year, and to expand the underlying thought of the Mass for the Sundays of each week of the liturgical year. A meditation and a prayer are added. Then follow for each of the weekdays a meditation and a prayer based usually on a significant extract from the Epistle or Gospel of the Sunday Mass. The presentation is such that the user of the book may adopt the method of St. Ignatius or St. Sulpice to his own meditation.

The book is a magnificent and effective means of thinking with the Church and of applying the liturgy far beyond its original use. It provides a common-sense approach to the liturgical movement that will offset much of the emotional discussion of recent years.

Radio English

By Florence F. French, Wm. B. Levenson, and Vera C. Rockwell. Cloth, 382 pp., \$3.60. McGraw-Hill Book Co., New York 36, N. Y.

Classes in radio broadcasting, and even in television, commonly called workshops, have become popular in high schools. They are designed to give the students sufficient knowledge of broadcasting technique so that they can put on school programs over the public-address system of the school and, then, when the opportunity comes, take part in programs over educational or commercial stations. This has its cultural value for the students and its publicity value for the school and, for some students, is an introduction to a career.

Any addition to the high school curriculum demands a handbook or guidebook for students and teachers. The authors of Radio English have put their experience into their book, applying the basic principles of English composition and speech to the exacting requirements of the microphone. The high school students are given directions and examples for the preparation and delivery of concise, forceful announcements, news broadcasts, talks, interviews, and radio plays. The last section of the book proper deals with television. This is followed by a play for radio production, a glossary of radio terms or jargon, a bibliography, and the index.

Exploring Physics

By Human Ruchlis and Harvey B. Lemon. Cloth, 647 pp., \$3.96. Harcourt, Brace and Co., New York 17, N. Y.

Intended for the high school physics course, this volume thoroughly covers in clear, easily understood language all the standard topics: physics as a science, force and motion, heat energy, sound energy, electrical energy, light energy, and atomic energy. In each unit physics is shown to be an interrelation of matter and energy with applications made to the commonplace. It is well illustrated and covers the necessary mathematics for college entrance.

AM Radio

By Meno Spann, and W. F. Leopold. 64 pp., 64 cents. D. C. Heath & Co., Boston, Mass.

This second book of the Progressive Readers Series consists of ten imaginary radio programs, modern in subject matter and rich in idiom and vocabulary.

(Continued on page 42A)

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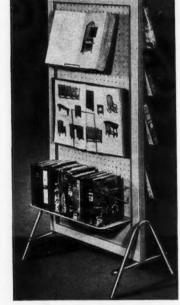


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New Books

(Continued from page 40A)

20th Century Bookkceping and Accounting

By Carlson, Forkner, and Prickett. Cloth, 501 pp., \$2.56. South-Western Publishing Co., Cincinnati 2, Ohio.

Special features of this twentieth edition are the nonmerchandising approach introduced in the nineteenth edition, special emphasis on the mastery of the principles of debit and credit in the first cycle, the use of a simple, practical fourcolumn journal, and more illustrations. This text is claimed to be used in more than 13,000 schools.

How to Debate: A Textbook for Beginners

By Harrison B. Summers, Forest L. Whan, and Thomas A. Rousse. Cloth, 349 pp., \$2.75. H. W. Wilson Co., New York 52, N. Y.

This revised and enlarged edition of a 1941 publication is a practical help for the neophyte debater. It presents in nontechnical language those elements of debate theory and technique which have the greatest practical value for the beginner in the field of formal and informal debate. Material throughout the book is presented in a style easily read, and a grasp of the principles is reasonably simple.

Argumentation and Debate

By James H. McBurney, James M. O'Neill, and Glen E. Mills. Cloth, 336 pp., \$3.50. The Mac-millan Co., New York 11, N. Y.

Argumentation and debate is an old subject in

the schools and colleges. It has been taught for many centuries, and the exercises in dialectic, disputation, and debate associated with it have engaged countless students. In this volume, written on the college level, the authors have attempted to restate the best classical doctrine in the light of interpretations by many critics, both ancient and contemporary. It is not a book for the be-ginner in debate, but it should be helpful in development and embellishment of debating technique.

News of the World

This "history of the world in newspaper style" is published by Prentice-Hall, Inc., New York 11, N. Y. The sample copy we have is dated March 17, 1447. The leading front-page article tells of the death on that date of Thutmose III. A peculiar feature of the newspaper is that the various "stories" are dated centuries apart. Illustrations illustrate life in ancient Egypt and nearby countries.

A First Life of Christ

By Father Gales. Pictures by Bruno Frost. Enameled cardboard cover, 32 pp., colored illustrations, 25 cents. Catechetical Guild Educational Society, 147 E. Fifth St., St. Paul 1, Minn.

This, "A First Life of Christ for Little Catholics in the words of Mary, the Mother of Jesus, the story about her Son who is also the Son of God," is an ideal presentation of the fundamentals of Christianity for preschool children. It should be read to nursery school or kindergarten children and read by children who have learned

Representatives in 36

Cities.

Alexander Hamilton

By Nathan Schachuer. Cloth, 229 pp., \$2.40 McGraw-Hill Book Co., New York 36, N. Y.

The subtitle of this book - "Nation Builder" provides a clue to the author's approach to this brief, simply written life of the man who, next to Washington and Jefferson, was responsible for our Constitution and for much of the framework of our government and our political institutions. The author is perhaps a hero-worshiper, but in a book for adolescents this point of view is more constructive and interesting than a coldblooded, analytical approach would be.

Fordham University Dissertations

Accepted for higher degrees, 1951. Vol. XVIII. Fordham University, New York, N. Y.

This latest compilation and summary includes 164 masters' theses and 56 doctoral dissertations awarded in the graduate school of arts and sciences. It is interesting to note that only six of the candidates wrote on technical education subjects.

The Fundamentals of Speaking

By Wilbur E. Gilman, Bower Aly, and Loren D. Reid. Cloth, 618 pp., \$4. The Macmillan Co.. New York, N. Y.

This book offers a complete college course on public speaking - the speech, the speaker, the purpose, the subject, the audience, the occasion. The presentation is comprehensive and modern The bibliographies are more comprehensive than discriminating.

Baseball Techniques Illustrated

By Ethan Allen and Tyler Micoleau. Cloth. 96 pp., \$1.50. A. S. Barnes & Co., New York 3. N. Y.

Track Techniques Illustrated

By Don Canham and Tyler Micoleau. Cloth. 96 pp., \$1.50. A. S. Barnes & Co., New York 3. N. Y.

Field Techniques Illustrated

By Don Canham and Tyler Micoleau. Cloth. 96 pp., \$1.50. A. S. Barnes & Co., New York 3, N. Y.

Three books in the Barnes Sports Library Series directed to high school athletics departments Text and illustrations are evenly balanced proportionally.

Research Findings Applicable to Teaching in The Secondary School

Compiled by Lester D. Beers. Paper, 95 pp. Published by the New Jersey Secondary School Teachers' Association, 1035 Kenyon Ave., Plainfield, N. I.

A summary of research findings in ten fields of instruction, and in general methods and audio-visual aids.

The Train That Never Came Back

By Freeman H. Hubbard, Cloth, 127 pp. \$2.25. Whittlesey House, McGraw-Hill Book Co., New York 36, N. Y.

Modern railroading, with its newer types of engines, its great speed, and its luxury trains, has a romance of its own. But this new railroading lacks much of the novelty and adventure of the pioneer days, with the dangers, the daring engineers and train crews, the battles against nature The present book includes eight classic legendary stories, thrilling in incident and flashy with heroism.

(Continued on page 45A)



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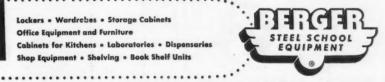
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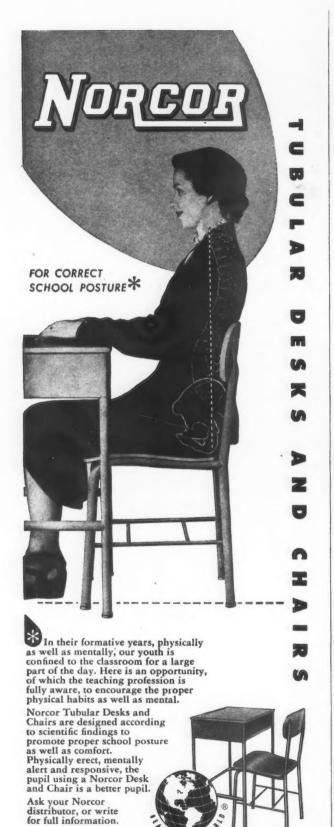
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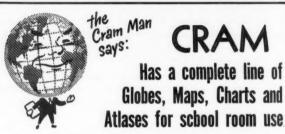
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New Books

(Continued from page 42A)

The Girl's Book of Verse

Compiled and edited by Mary Gould Davis. Cloth, 202 pp., \$2.75. J. B. Lippincott Co., Philadelphia, Pa.

This revision of the book, first compiled in 1922, embraces with few exceptions entirely modern verse. It is addressed to girls aged ten and up.

Promoting Growth Toward Maturity in Interpreting What Is Read

Compiled and edited by William S. Gray. Paper, 264 pp., \$3. The University of Chicago Press, Chicago 37, Ill.

This is a collection of papers read before the 1951 annual conference on reading at the Univresity of Chicago.

The Small Miracle

By Paul Gallico. Cloth, 58 pp., \$1.50. Doubleday & Co., Inc., New York 22, N. Y.

This is the quaintly told story of Pepino and his donkey, Violetta, who was restored to health at the shrine of St. Francis, lover of animals.

Sally Townsend, Patriot

By Dorothy H. McGee. Cloth, \$2.75. Dodd, Mead & Co., New York, N. Y.

This is the story of a girl who lived through the American Revolution as a member of a Long Island family, considered to be Tories and because of peculiar circumstances, compelled to receive important British military men as house guests. How an unobtrusive girl listened to the thoughtless conversation of high placed officers and passed on the information to her brother, a spy for Washington, makes interesting reading. The greatest achievement of this girl, who risked her very life, was a letter that gave Washington advance information on the attempt to take West Point. The author, who is assistant historian in a New York village, has absorbed the history and the spirit of the colonial times and tells the story with considerable assurance and accuracy.

Where There Is Love

By Katherine Burton. Cloth, 200 pp., \$2.50. P. J. Kenedy & Sons, New York, N. Y.

A biography of Mother Frances Siedliska, foundress of the Sisters of The Holy Family of Nazareth.

The Shepherds of Fatima

By Father De Marchi, translated by Elizabeth Cobb. Cloth, 159 pp., \$2. Sheed & Ward, New York 3, N. Y.

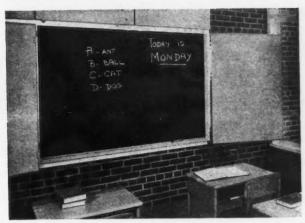
The complete story of the apparitions of our Lady at Fatima told by Father De Marchi, who knows personally the people most involved in the story. The story is told simply, delightfully. It appeals to everyone child and adult alike, because of its charming simplicity, and is fast becoming very popular.

Living and Planning Your Life

By Newsom, Douglass, and Dotson. Cloth, 470 pp., \$3.48. McGraw-Hill Book Co., Inc., New York 36, N. Y.

A guidance text for student use in high school classes under the direction of the subject teacher, home-room sponsor, or counselor. The material is directed to the student and presented to him in a personal way. The book is composed of five units entitled: Meeting School Situations, Making a Choice, Living With Others, Living With Yourself, and Looking to the Future.

(Continued on page 53A)



A "Grade A" Armorply Chalkboard installation in the new Holmes School, Darien, Conn. Architects: Ketchum, Gina & Sharp. The fabric-covered cabinet doors are made of Weldwood® Plywood... another product of United States Plywood Corp.

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PRINCIPLES OF CATHOLIC EDUCATION

In his address at the graduation exercises of the Academy of the Sacred Hearts, in Honolulu, Brother Eugene A. Paulin, S.M., presented from many sources an excellent summary of refutations of Dr. Conant's charges against private schools. Some of Brother Eugene's statements and quotations are further summarized in the following paragraphs.

Extent of Catholic Education

In a survey dated March 30, 1952, the New York Times reported that Catholic schools enroll 4,000,000 students, and that a \$250,000,000 expansion plan is under way for an additional million students by 1960. The report maintains that "the Catholic school system now absorbs 12 to 15 per cent of the

total population of school age. From all indications, this ratio will increase in the years ahead." Look at what a saving that represents for the public school system; still our opponents insinuate that we are beggars. The weekly magazine *Time*, a few years ago, made the statement that Catholics are saving the American taxpayer more than a million dollars a day, by supporting their own school system. . . .

We Need Independent Schools

[Dr. Conant] strongly criticized the role of the independent school in American life. He pleaded for civic and educational unity, seemingly oblivious of the fact that this would inevitably lead to uniformity and regimentation. He posed some loaded questions that were promptly answered by His Excellency Archbishop Richard Cushing of Boston, as well as by Rev. Robert C. Hartnett, S.J., editor of the weekly magazine America. He asked first of all, "Would you like to increase the number and scope of private schools?" The answer unhesitatingly, on our part is, "Yes." Many Catholics cannot send their children to Catholic schools because there are not enough of them. His second question was: "Do you look forward to the day when tax money will directly or indirectly assist these schools?" The answer again is an unhesitating "Yes." In half of the states Catholic school children already receive aid in lunches, bus transportation, and medical services. Some countries, notably Holland, Scotland, and parts of Canada, support private schools in their entirety. . .

He further maintains that "our public schools should serve all creeds," in which he goes "plump" against the 14th Amendment as interpreted in the McCollum case. No public school is permitted to serve "creeds."

Counter Questions

In his turn, Father Hartnett poses several questions to Dr. Conant, among which are these: "Do you think that the state has the right to set up a monolithic, monopolistic system of tax-supported education which imposes a creed of secularistic ethics?" Father McCluskey, S.J., of Alma College in California, anticipates Dr. Conant's answer with these trenchant remarks: "Unity is not uniformity. If private and parochial schools are divisive, then so are synagogues and churches; so are yacht clubs and vet's organizations; so are Knights Templars and Knights of Columbus. God deliver us from the specter of an America in which the cooky cutter of democracy stamps out millions of rigidly uniform dolls of the same neutral gray." Dr. Conant admits that he is "emotionally" committed to the public school system, so it is probably beside the point to produce arguments against his diatribe.

A second question posed by Father Hartnett is an ad hominem thrust at the president of Harvard University: "Where does higher education fit into your condemnation of a 'dual system'?" We would hazard the reply that

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Quality Foods

JOHN SEXTON & CO., CHICAGO, 1952

(Concluded on page 48A)

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PRINCIPLES

(Concluded from page 46A)

Dr. Conant would be rather loathe to merge the income of his independent institution with that of Massachusetts, inasmuch as Harvard is the most richly endowed private school in the country, with an endowment of \$203,000,000 at its disposal.

Catholics and Public Schools

We would further like to ask Dr. Conant what evidence he has for his assertion that nonpublic education is a threat to unity. We would like to have a bill of particulars stating where we have failed in teaching love of our country or devotedness to its cause. None is given.

In his message to the convention of the National Catholic Educational Association, held in Kansas City last Easter week, President Truman gave Catholic educators the green light: "The most important battlefront," he said, "is - and always will be - in the field of education, for the world is fashioned in accordance with how we teach our youth to mold it. It is a subtle battle. In your efforts to infuse spiritual consciousness, mutual understanding, and a morality of good will among all free peoples, you are helping preserve our civilization and our progress toward world peace." At the same convention, Rt. Rev. Msgr. Hochwalt, secretary general of the Association, made it quite clear that we are not opposed to the public school in these words: "(1) Catholics believe in the public schools. (2) Catholics believe that as citizens, like all other citizens, they have an obligation to pay taxes for the support of the public schools in their community. (3) Catholics have not interfered and will not interfere with justifiable expansion of the public school system. (4) Catholics have a civic duty to take an active interest in the welfare of the public school in their community. (5) Catholics have a great admiration for the rank and file of public school teachers, who in a spirit of self-sacrifice and dedication to American ideals, have stuck to their posts despite the relatively low salaries paid to them in many localities."

In the sense of causing dissensions among the citizenry, we resent the charge of divisiveness—and that is the sense in which the imputation is made. In other senses, we are, and must be, divisive.

We are divisive because we are not satisfied with secularism and materialism that prevails in the public schools.

We are divisive because we cannot go along with pragmatism as the only method of gauging morality and truth.

We are divisive because we are convinced that morality is impossible without religion.

We are divisive, finally, because we hope eventually to be on the right side when the greatest division in cosmic history will be made—the general judgment.





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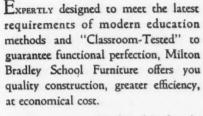
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Nov

LIGHT vs. HEAT

Under the above caption an editor of *The Raven Review* published by the monks of St. Benedict's Abbey and St. Benedict's College, Atchison, Kans., comments on a meeting of representatives of religious colleges of the state of Kansas. The editorial is interesting because of the mutual attitude of friendliness represented in the conference by the Catholic and Protestant college men:

"Entering upon the annual educational scramble, we are already looking back nostal-gically to the carefree days of summer. We feel that our own personal education progressed a bit during the vacation, notably at a conference of 'church-related' colleges which included representatives of a wide variety of denominations.

"There were Lutherans, Presbyterians, Disciples of Christ, Methodists, Dutch Reformed, Congregationalists, Quakers, and Catholics from 38 different colleges. And a more earnest, sincere, and devout group of people we have never had the pleasure of talking with.

"They were charitable and courteous to the last degree in exchanging ideas. They were especially interested in hearing informed Catholic opinion on problems that faced us both. In fact, the four Catholics in the group, we would say, got far more attention than anybody else.

"Our personal educational advance came in realizing what a very great deal we had in common after all. The Protestants present were deeply concerned about bringing the truths of Christ into the minds of today's college students, and very serious about their personal responsibility in the matter. Consequently, they were grimly conscious of the threat of secularism which is gradually emptying the minds of today's youth of all concept of the supernatural and of moral obligation.

"We were able to make them see the threat to freedom of thought in the growing tendency of the state to absorb all the functions of education. All in all, we think the few Catholics present made a considerable contribution

toward clarity of thought, and the others were genuinely grateful for it.

"This doesn't mean that we made any conversions. But the four of us together did find a multitude of opportunities to explain the Catholic point of view, and an eagerness on the part of the Protestants to discover points of agreement. Consequently, we found an amazing number of things we could agree on. At the same time we found no resentment at the Catholics' periodic necessity to disagree definitely and specifically.

"In fact we found almost an excess of charity for the other man's point of view. The Protestants generally conceived of religion in terms of some kind of personal experience. And all individual religious experiences seem to have an equal claim to being a manifestation of God's power and love. Hence it is rather an offense against faith to question the validity of any man's religion.

"As these various kinds of experience were described by members of the various denominations, the realization dawned upon us that all of them were quite valid and valuable within the context of the Catholic Church; that each of these people had a bit of God's truth, held with profound and passionate conviction; and that it formed the key to their intellectual and moral existence.

(Concluded on page 53A)

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Light vs. Heat

(Concluded from page 50A)

"Their lack of parts of truth has had tragic consequences for Christendom, but the parts that they have retained have produced a great deal of moral beauty. As the other priest present kept saying to us privately: 'They are so good, these people; they are so good!'

"We are not convinced that all Protestants are as earnest and devout in their beliefs as these representatives, but neither, we fear, are the majority of Catholics.

"The moral of all this is that we should stop berating Protestants and make greater efforts to understand them. We will reap the benefit of a much better understanding of ourselves on the part of Protestants. For the light we shed on matters of faith is usually in inverse proportion to the heat with which it is expressed. We are too anxious for the selfish pleasure of proving the other fellow wrong, and not anxious enough to bring him the fullness of Christ's Love as well as His Truth."

New Books

(Continued from page 45A)

The Living Christ

By John L. Murphy. Cloth, 228 pp., \$3.75. The Bruce Publishing Co., Milwaukee 1, Wis. This is a book that fills the need for a simple,

understandable explanation of the nature of Catholicism for every Catholic who desires to appreciate more fully the faith which he possesses. There is a need today especially, for the laity is beset with pointed attacks, by the Blanshardites, for example, because of membership in the Church. Father Murphy reaches into the very heart of the question and points out the full import of what it means to be a Catholic in import of what it means to be a Catholic in terms of membership in the Mystical Body of Christ. In so doing, he deals with such questions as an infallible teaching authority, a visible hierarchy, the need of the Church for salvation, devotion to Mary, the inner nature of the Church as established by Christ, and, of timely importance, his clarification of the statement, "Outside of the Church there is no salvation."

By Dale Yoder. Paper, 48 pp., 40 cents. Science Research Associates, Chicago 4, Ill.

One of the Life Adjustment series written for young people, this booklet offers facts on the growth, aims, methods, and organization of unions, in relation to the high school student preparing to enter the working world. It is completely impartial, speaking neither for management nor labor. ment nor labor.

Ways to Improve Your Personality

By Virginia Bailard and Ruth Strang. Cloth, 249 pp., \$2.40. McGraw-Hill Book Co., Inc., New York 18, N. Y.

This book for teen agers does not merely talk about desirable qualities of personality, but offers practices for developing them, and practical self-tests to help teen year locate the weaknesses. tests to help teen agers locate the weaknesses in their personalities. This manual is one of high ideals and good suggestions to help our young adults get along well with people and meet life's situations gracefully. The illustrations are attractive, but not so much as to detract from the serious handling of the book matter. The self-tests on personality traits should be especially helpful.
(Concluded on page 60A) SCHOOL AND CHURCH

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For further information write to: Ampro Corporation, 2839-51 N. Western Ave., Chicago, Ill.

VERSATILE NEW SLIDE PROJECTOR

Projecting pictures of a size and brilliancy comparable to large screen theater projection, a universal high-intensity arc slide projector, which accommodates 2 by 2-inch, 3½ by 4-inch, and 4 by 5-inch slides, has just been developed by the Strong Electric Corporation, Toledo. This



A Brilliant Slide Projector

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An illustrated brochure and prices will be sent free to anyone addressing: The Strong Electric Corporation, 46 City Park Ave., Toledo 2, Ohio.

IBM REVEALS DEVICES FOR ELECTRIC MACHINES

The development of new devices for use on existing IBM machines in its electric accounting machine and electric typewriter division has been announced. They are a self-checking numbering device and an auxiliary information storage device to extend the applications and flexibility of IBM punched card accounting, and changeable type bars for the IBM electric typewriter. Also announced were recently developed applications of IBM's time and program signaling control.

For information write to: International Business Machines Corp., 590 Madison Ave., New York, N. Y.

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Wapiti, The Elk, by Rutherford G. Montgomery Little, Brown, \$2.50.

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The Song of a Thrush, by Katherine Wigmore
Eyre Oxford, \$3.

Knowledge Builders - D

Rocks, Rivers and the Changing Earth, by Herman and Nina Schneider, Wm. R. Scott, \$3.

(Continued on page 56A)

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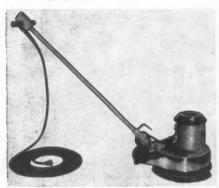


New Supplies

(Continued from page 54A)

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A new floor machine with a single 13-inch diameter brush and both "Balanced Power" and "Floating Power" has been announced by the Kent Company, Inc.



The New Kent K-13 Floor Machine with "Balanced Power" and "Floating Power."

This machine, concentrating all the weight on the brush, performs all floor maintenance functions including scrubbing, polishing, buffing, and steel-wooling. It has a minimum of moving parts, is positive gear driven, and has only two gears both running in a continuous bath of grease. The handle, which is adjustable to any operator's height, has an automatic safety switch operated by either or both hands.

For further information write to: The Kent Company, Inc., 453 Canal Street, Rome, N. Y.

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Samples of Durapress sundae and soda tableware are available from any Libbey Glass branch sales office or from: Libbey Glass, Toledo, Ohio.

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For complete description and specifications on the square Permaflector Downlight, write for data sheet DL-300: Pittsburgh Reflector Company, 418 Oliver Building, Pittsburgh 22, Pa.

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(Concluded on page 58A)





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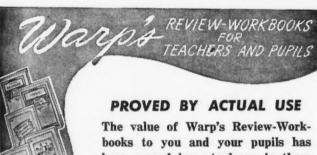
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New Supplies

(Concluded from page 56A)

H. R. STICKEL NAMED TO WHITE MOTOR POST

H. R. Stickel has been named assistant to the president of *The White Motor Company* in charge of public relations and national fleet sales, it has been announced. Mr. Stickel has been fleet sales manager at White for the past seven years and is well known throughout the automotive industry.

CATALOGS AND BOOKLETS

Planning the School Library. A new booklet containing actual plans and pictures of libraries of all types all over the country, can be secured free by writing to Remington Rand, Inc., 315 Fourth Ave., New York 10, N. Y.

Trouble-Free Sash Maintenance. Problems and suggested methods for the economical maintenance of steel and wood sash are outlined in an illustrated bulletin available from the Tremco Manufacturing Company, 8701 Kinsman Road, Cleveland 4, Ohio.

New Califone Models. A catalog giving detailed information on all of the new models of Califone phonographs, transcription players, and sound systems is available from the Califone Corporation, 1041 N. Sycamore Ave., Hollywood 38, Calif.

Heinz Month at School. Model menus and recipes for an entire school month have just been issued by the Food Service Center of H. J. Heinz Company for free distribution to schools. The booklet is available from Heinz Food Service Center, 411 Seventh Ave., Pittsburgh 17, Pa.

Nelson Heater Catalog. A complete Herman Nelson Unit Heater Catalog describing both vertical and horizontal shaft units, is now available from the Heating and Ventilating Dept., American Air Filter Company, Inc., 215 Central Ave., Louisville, Ky.

Reduce Soot Smoke. A Bituminous Coal Research publication which shows operators of small stationary plants how to reduce dust (cinder and fly ash) in stack gases is available at a nominal price from Bituminous Coal Research, Inc., 2609 First National Bank Building, Pittsburgh 22, Pa.

Major Production Movie Catalog. A listing of more than 600 of Hollywood's outstanding feature films available to schools is being published by Films, Inc., distributor of these films in 16mm. The bulk of the catalog is composed of 20th Century-Fox and Warner Brothers features, but selected independent films are also included. The catalog, completely indexed with Legion of Decency ratings next to each title, is obtained by writing Films, Inc., Wilmette, Ill.

Allied Radio 1953 Catalog. The fall release of a new catalog (No. 131) has been announced, featuring an unusually large selection of radio, television, and electronics parts and equipment for use in schools, classrooms, laboratories and shops. The 1953 edition of this electronics buying guide is the largest in the company's history. The 1953 catalog will be sent without charge upon request to Allied Radio Corporation, 833 W. Jackson Blvd., Chicago 7, Ill.





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New Books

(Concluded from page 53A)

Outline Text in Physics

By W. Otis Kenyon. Paper, 337 pp., 94 cents. Oxford Book Co., New York, N. Y.

This book is an outline in the sense that it concentrates on essentials, and breaks down the material into a series of short sections, and of more specific itemizations or tabulations under each section. It also has the character of a textbook, in that the material is full and integrated and provides explicit explanations of all principles, laws, phenomena, practical applications, and experiments commonly included in tions, and experiments commonly included in the elementary course in this subject.

Elementary Teachers Guide to Free Curriculum Materials

Edited by John G. Fowlkes, Ph.D., and Paul T. Cody, M.A. Paper, 349 pp., \$4.50. Educators Progress Service, Randolph, Wis.

A cyclopedic, professional service offering organized and systematized information on free

educational aids.

War-Handicapped Children

By Dr. Therese Brosse. Paper, 141 pp., 50 cents. Distributed in the U. S. by Columbia University Press, New York 27, N. Y.; Canada, The Ryerson Press, Toronto.

A UNESCO publication subtitled Report on the European Situation, this booklet discusses the scope and significance of the problem, problems connected with the disruption of the social order, problems connected with individual development, and general solutions.

Correct Spelling Series, New Edition

By Taylor, Gilmartin, Boylan. Cloth, about 88 pp. each, 78 cents each. Noble and Noble, New York 3, N. Y.
This series for grades 2 to 8 is a revision based on careful scientific research and ten years' practical classroom experiment. Interesting dictation exercises, correlating with the pupils' interests and experiences, motivate every lesson.

The Story of Ty Cobb

By Gene Schoor. Cloth, 181 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.
An interesting, informative, and inspirational story about one of baseball's greatest players. In the opinion of many, Ty Cobb was the greatest player our national game ever produced, and his story should prove an inspiration to all sport-minded American boys and girls. This book should be a welcome addition to any sports library, and even if the reader is not interested in baseball, the story will be of interest as another example of what can be accomplished through hard work and determination to make good in a chosen occupation.

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